

# Level of Understanding of Elementary School Physical Education Teachers in Preparing Learning Plans

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**Abstract.** The purpose of this study is to determine the ability of physical education teachers in planning and implementing learning and to identify the obstacles faced by physical education teachers in planning and implementing learning in elementary schools. This study uses a mixed methods approach. The population in this study was 205 physical education teachers at elementary schools in South Aceh Regency. The data collection techniques used by researchers in this study were documentation collection techniques in the form of lesson plans, observation with video recordings, and interviews to determine the obstacles faced by teachers. The data analysis technique used in this study was descriptive analysis. The study results were as follows: 1) the preparation of learning obtained an average value of 5.37 in the less category with a percentage of 52.94%; 2) The analysis of learning implementation data for elementary school physical education teachers obtained an average value of 6.75 in the good category with a percentage of 80.56%. Based on the results of the percentage calculation above, it can be concluded that the ability of physical education teachers to compile learning plans is in the less category, while the results of the data analysis of the ability of physical education teachers to implement learning are in the good category. Furthermore, the obstacles faced are limited resources and relevant references, curriculum adjustments to curriculum changes, and various student needs that make it challenging to cover all needs.

**Keywords:** Plan; Learning; Physical Education.

## INTRODUCTION

Learning is a process of interaction between educators and students in a learning environment to achieve learning goals. All learning elements must support learning, including educators, students, and the learning environment. While physical education learning is a series of activities that involve environmental information that is systematically and planned to facilitate students in learning through physical activities to influence the growth and development of children towards a healthy life physically and mentally, these efforts are in the form of physical activities that are programmed scientifically, directed and systematically, which are arranged by competent educational institutions.

Physical education teachers prepare quality Learning Implementation Plans and implement effective learning processes to achieve learning objectives. Physical education teachers are responsible for designing effective learning implementation plans so that students can develop motor skills, understanding of health, and social values through physical activities. Therefore, the ability of Physical education teachers to prepare learning implementation plans and implement effective learning is crucial [1].

A learning implementation plan is an essential document in the Indonesian education process. Teachers use the learning implementation plan as a guide for carrying out learning activities in the classroom. This document includes various information, such as learning objectives, teaching

materials, learning methods, learning activities, and learning outcomes assessment [2]. With a learning implementation plan, teachers can plan systematic and structured learning using the applicable curriculum.

A learning implementation plan is a planning document that guides teachers in the learning process. A learning implementation plan is an important document that details the stages of learning, learning objectives, learning strategies, and assessments in Physical Education. A good learning implementation plan will make it easier for teachers to implement structured and directed learning [3]. However, many Physical education teachers in elementary schools have difficulty preparing a learning implementation plan that is by the applicable curriculum and meets the established learning standards.

Based on the results of interviews with several physical education teachers in elementary schools, it is known that physical education teachers often have difficulty preparing learning implementation plans that are by established standards. The difficulty of using computers to prepare learning implementation plans can be one of the main factors faced by physical education teachers. In addition, not all Physical education teachers have easy access to computers or the Internet. This limitation can be a severe obstacle to using computers to prepare learning implementation plans [4].

Physical education teachers face challenges in implementing effective learning processes. The Physical education learning process must actively involve students and train their motor skills. However, physical education teachers often face difficulties managing classes and getting students actively engaged in learning. In addition, the lack of use of exciting and innovative learning media is also an obstacle to implementing an effective learning process [5].

Related to the above conditions, the analysis of the ability of Physical education teachers to make learning implementation plans and implement the learning process in elementary schools is essential. By analyzing the problems faced by physical education teachers, the right solution can be found to improve the quality of Physical education learning in elementary schools. This analysis can also provide a better understanding of the factors that influence the ability of physical education teachers to prepare learning implementa-

tion plans and implement effective learning processes.

## METHOD

The author's approach in this research is qualitative and quantitative, with a descriptive research type. Objectives Study: To know Physical education teachers' ability to compile planning and implementation learning. Evaluation is usually obtained from the results of attributes or traits found in individuals or the object in question. In addition to using tests, data can be collected using observation or form instruments as appropriate [6].

This has already been implemented in seven Elementary Schools from March until April 2024 population study. There are 205 Physical education teachers in state elementary schools spread across 18 sub-districts in South Aceh. Based on the data above and considering the vastness of the area to be investigated and all limitations that exist in researchers, researchers use the cluster sampling technique in the study. This technique is used when the population consists of individuals instead of groups of individuals or clusters. The cluster sampling technique is often used in two stages: stage first, determine the sample area, and stage next, determine people in the area that become the sample [7].

Based on the matter, the researcher takes schools with accredited excellent and existing teachers in subdistricts of the made into the sample, namely the physical education teacher.

The instrument used in the study covers an instrument study about teachers' physical education ability to compile lesson plans and implement physical education learning. The instrument that the researcher used was sheet observation, documentation, and guidelines interview.

As for the technique data collection in the study, learning implementation plan documentation is used to determine the teacher's ability to compile learning planning and learning devices that the Physical education teacher has created, then the learning implementation plan that has been collected and then handed over to expert validator For rate it by compilation of learning instruments that have been published by the Directorate General of Teachers and Education Personnel at the Indonesian Ministry of Education and Culture [8].

The technique of data analysis used in the study is descriptive analysis. Document learning implementation plan and recording video collected then handed over to expert judgment for analyzed use instrument which there is after score given by expert judgment followed by searching percentage of teacher's ability to make a lesson plan and implementation learning can done by using the formula as following:

$$P = \frac{F}{N} \times 100, \tag{1}$$

where P – Number Percentage; F – Frequency answer Respondent; N – Amount Frequency / Amount Respondent [9].

### RESULTS AND DISCUSSION

The understanding of Physical education teachers in preparing learning implementation plans can be described in Table 1.

Table 1 – Outline of learning implementation plan Assessment Instruments

No	Variable	Indicator
1	Learning objectives	Designing learning objectives that are by learning competencies/achievements
		Designing learning objectives using operational verbs that can be observed and measured
		Depth of formulation of learning objectives for the attitude aspect
		Depth of formulation of learning objectives for the knowledge aspect
		Depth of formulation of learning objectives for the skills aspect
2	Learning materials	Designing teaching materials by KD/objectives and based on TPACK (Technological, Pedagogical, Content Knowledge) (*TPACK APPLICATION: technology: google form. Google Meet, Google Fit, and various other applications. Pedagogy: applying Learning theory
		Designing materials comprehensively from various perspectives (e.g., fields of study, social life) with logical explanations
		Designing materials cohesively and logically sequentially
		Designing materials that are relevant to natural conditions and life
3	Learning Steps	Designing Learning Strategies
		Designing learning media and tools
		Designing stages of learning activities

No	Variable	Indicator
		Designing classroom management that implements active learning
4	Assessment	I am designing an assessment to determine students' initial abilities (pre-test).
		We are designing assessments to determine the quality of the learning process.
		We are designing assessments to measure the achievement of learning outcomes.
		Plan follow-up

Researchers obtained the ability of physical education teachers to compile learning plans through the assessment component data of research on compiling learning plans for physical education teachers.

Table 2 – Results of Research Data Analysis on the Ability of Physical Education

No	Assessment Components	Total Value	Results	Category
1	Learning Objectives			
	Designing learning objectives that are by learning competencies/achievements	36	5.14	Not enough
	Designing learning objectives using operational verbs that can be observed and measured	42	6.00	Good
	The depth of the formulation of learning objectives for the attitude aspect	27	3.85	Not enough
	Depth of formulation of learning objectives in knowledge aspects	32	4.57	Not enough
	Depth of formulation of learning objectives for skills aspects	46	6.57	Good
2	Learning Materials			
	Designing teaching materials by KD/objectives and based on TPACK (Technological, Pedagogical, Content Knowledge) (*TPACK APPLICATION: technology: google form. Google Meet, Google Fit, and various other applications. Pedagogy: applying learning theory	31	4.42	Not enough
	They design materials comprehensively from various perspectives (e.g., fields of study and social life) with logical explanations.	39	5.57	Not enough
	Designing material	36	5.14	Not

No	Assessment Components	Total Value	Results	Category
	cohesively and logically sequentially			enough
	Designing materials that are relevant to natural conditions and life	45	6.42	Good
3	Learning Steps (Activities)			
	Designing Learning Strategies	46	6.57	Good
	Designing media and learning aids	52	7.42	Good
	Designing stages of learning activities	54	7.71	Good
	Designing classroom management that implements active learning	44	6.28	Good
4	Learning Assessment			
	Designing an assessment to determine students' initial abilities (pre-test)	31	4.42	Not enough
	Designing assessments to determine the quality of the learning process	44	6.28	Good
	Designing assessments to measure achievement of learning outcomes	40	5.71	Not enough
	Designing follow-up	32	4.57	Not enough
Amount		645	96.64	

Based on the results of the research table above, the author then looks for the average value of the preparation of learning plans for physical education teachers in Elementary Schools using the following:

$$\bar{X} = \frac{\sum x}{N} = \frac{96.64}{18} = 5.37$$

Based on the calculation of the average value above, the implementation of learning for elementary school physical education teachers is 5.37. It can be concluded that the average arrangement of the implementation of learning for elementary school physical education teachers is in the lower category.

Next, the researcher calculated the percentage value of the results of the data analysis on the preparation of the implementation of elementary school Physical education teacher learning using the following formula:

$$P = \frac{F}{n} \times 100\%$$

$$\text{Very Good} : P = \frac{0}{17} \times 100\% = 0.00\%$$

$$\text{Good} : P = \frac{8}{17} \times 100\% = 47.06\%$$

$$\text{Less} : P = \frac{9}{17} \times 100\% = 52.94\%$$

$$\text{Very Less} : P = \frac{0}{17} \times 100\% = 0.00\%$$

Next, the author calculates the results of the learning arrangement analysis, as shown in the table below.

Table 3 – Percentage results of the preparation of the implementation of learning for Elementary School Physical education teachers

Category	Frequency	%
Very well	0	0
Good	8	47.06
Not enough	9	52.94
Less than once	0	0
Amount		100

Based on the percentage results above, the value obtained is very good with a percentage of 0.0%, good with a percentage of 47.06%, less with a percentage of 52.94%, and significantly less with a percentage of 0.0%. Based on the percentage above, it can be concluded that the preparation for the implementation of learning for elementary school Physical education teachers is in the lower category, with a large percentage of 52.94%.

Preparation of Learning Implementation Physical education Based on the study results above, it can be concluded that the percentage of preparation for learning implementation in elementary schools is in the lower category, with a rate of 52.94%. This is reflected in the readiness of teachers to teach. The indication can be seen from teachers' preparedness to prepare learning tools through learning implementation plans, syllabi, and teaching materials. Another indicator of good teacher performance is teachers' creativity in utilizing available facilities and infrastructure. Also, teachers show attitudes and characters that are role models for students, as well as the ability

of teachers to evaluate student learning outcomes well; this is reflected in teachers always preparing assessment instruments, either developed by themselves or adapted from various sources [10].

## CONCLUSIONS

Based on the results of the research that has been conducted on "analysis of the preparation and implementation of learning for Elementary School Physical education Teachers" in this case, it can be concluded that the ability of physical

education teachers to prepare Learning Implementation Plans in Elementary Schools with an average value of 5.37 is in the "Less" category, with a percentage of 52.94%.

To improve the ability of physical education teachers in elementary schools to prepare learning implementation plans. It is recommended that intensive training and practical workshops periodically be held by related parties, experienced mentors be involved for assistance, and examples of good learning implementation plans be provided as references [11].

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