

The Ability of Physical Education Teachers in Implementing Learning at Elementary Schools in Southwest Aceh Regency



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ABSTRACT: Physical education teachers are responsible for preparing quality Learning Implementation Plans and implementing effective learning processes so that learning objectives are achieved. A good Learning Implementation Plan will make it easier for teachers to implement structured and directed learning. 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, in practice, physical education teachers often face difficulties in managing classes and making students actively engaged in learning. The approach used by the author in this study was a mixed-method approach (combined method) with an explanatory sequential design type. The research sample comprised nine physical education teachers working in elementary schools throughout Aceh Barat Daya Regency. The data collection techniques used by the researcher were observation and interview techniques. 1) Physical education teachers' ability to implement learning in elementary schools in Aceh Barat Daya Regency obtained the "Good" category with an average score of 6.5. Teachers can display personality aspects that include indicators of being charming, authoritative, firm, full of calling, and alert. In learning activities, teachers can carry out activities to open lessons, master materials, determine learning steps (activities), evaluate the process and learning outcomes, and close learning well. 2) The obstacles felt by physical education teachers in implementing the learning process at Elementary Schools in Southwest Aceh Regency are related to the limited availability of physical education learning facilities and infrastructure at schools. This has an impact on the less-than-optimal implementation of learning and evaluation activities. In addition, the limited time in learning activities, especially to evaluate the learning process of each student as a whole, so that teachers choose a fast and simple evaluation method. 1) The ability of physical education teachers to implement learning in Elementary Schools in Aceh Barat Daya Regency obtained the "Good" category. Teachers can display personality aspects and implement learning well. 2) The obstacles felt by physical education teachers in implementing the learning process at SD Negeri Aceh Barat Daya Regency are related to the limited availability of physical education learning facilities and infrastructure at the school and limited time in learning activities, especially to evaluate the learning process of each student as a whole.

KEYWORDS: Physical Education; Teachers; Implementing Learning; Elementary Schools.

I. INTRODUCTION

Physical education helps students to develop motor skills, improve physical fitness, and understand the importance of a healthy lifestyle [1]. Physical education teachers are responsible for preparing quality Learning Implementation Plans and implementing effective learning processes so that learning objectives are achieved [2]. Physical education teachers also experience challenges in implementing effective learning processes [3]. The learning process aims to describe the changes expected from students [4]. Alignment between learning objectives and curriculum and educational standards is essential to ensure that students receive comprehensive and structured learning [5]. Based on the results of interviews with several physical education teachers at elementary schools in Aceh Barat Daya Regency, it is known that physical education teachers often face difficulties in managing classes and making students actively involved in learning. In addition, the lack of use of interesting and innovative learning media is also an obstacle to implementing an effective learning process. The purpose of the study is to determine: 1) The ability of physical education teachers to implement learning at elementary schools in Aceh Barat Daya Regency. 2) Obstacles experienced by physical education teachers in implementing learning at elementary schools in Aceh Barat Daya Regency.

II. METHOD

The approach used by the author in this study was a mixed-method approach (combined method) with an explanatory sequential design type. The research was conducted in the Southwest Aceh Regency area in March-May 2024. The population in this study was all physical education teachers who were actively working in elementary schools in Southwest Aceh Regency,

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totaling 107 teachers. Study Design: A mixed-method approach (combined method) with an explanatory sequential design type. Study Location: Elementary schools in Southwest Aceh Regency. Study Duration: March to May 2024. Sample size: 9 physical education teachers.

Sample size calculation: Determination of the sample is done using a purposive sampling technique, namely a sampling technique based on certain considerations [6]. The sample in this study was 9 physical education teachers actively working in Public Elementary Schools throughout Southwest Aceh Regency. The selection of research samples was based on the school area, namely schools located in urban, coastal, and inland areas.

Procedure methodology

The data collection techniques used by researchers in this study are observation and interview techniques. Observation techniques are used to find out the implementation of physical education learning in the classroom directly. Observation techniques are data collection methods in research where researchers directly observe and record behavior, interactions, or phenomena observed in a predetermined context [7]. In this technique, researchers collect data by systematically observing what happens without intervening or having a significant influence on the situation being observed.

To obtain data on the obstacles experienced by physical education teachers in implementing the learning process, researchers conducted interviews with research samples. Interviews were conducted after the learning process was completed. An interview is a communication process between two or more parties in which one party asks questions and the other party provides answers [8].

Statistical analysis

Data analysis techniques refer to the process of analyzing and interpreting data that has been collected in a research or study [9]. The data analysis techniques used in this study are statistical and descriptive analysis. Statistical analysis is carried out by adding and determining the average and percentage of scores obtained through observation activities of the implementation of physical education learning. Find the average value obtained from each assessment component with the following formula.

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = Average

$\sum x$ = Number of assessments for each sample

N = Total Frequency/number of respondents [9]

Next, the researcher determined the percentage of physical education teacher's ability to implement learning using the following formula:

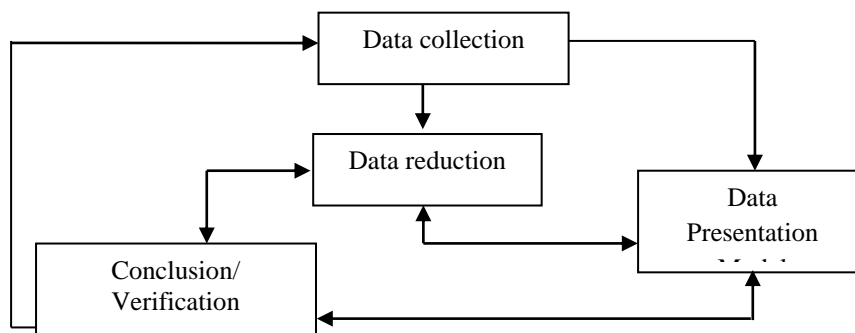
$$p = \frac{f}{N} \times 100\%$$

p = Percentage

f = Frequency

N = Total Frequency/number of respondents [9]

To find out the obstacles experienced by physical education teachers in implementing learning, interview data analysis was carried out in several stages, including: 1) data reduction; 2) data presentation; 3) drawing temporary conclusions/verification. The stages of data analysis are more clearly seen in the following figure:



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III. RESULT AND DISCUSSION

1) The ability of physical education teachers to implement learning at State Elementary Schools in Southwest Aceh Regency

Table no 1: Results of Data Analysis on the Ability of Physical Education Teachers in Implementing Learning.

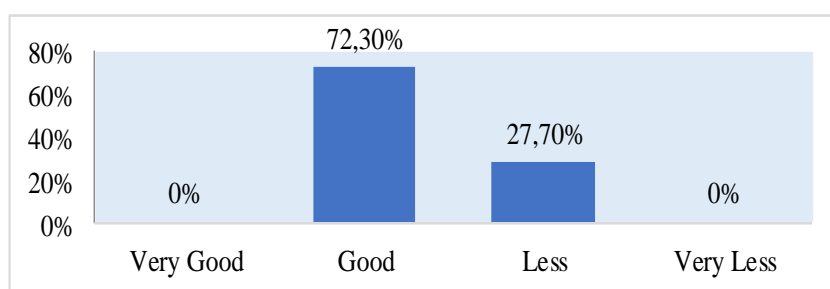
No	Assessment Components	Total	Result	Category
Personality			Average	
1	Charming			
	The teacher displays a cheerful face	66	7,3	Good
	The teacher pays attention to the students	65	7,2	Good
	The teacher displays harmonious clothing	74	8,2	Good
	The teacher inspires and motivates students	65	7,2	Good
2	Authoritative			Good
	The teacher speaks politely and articulately	65	7,2	Good
	The teacher behaves in a respected manner	70	7,8	Good
	The teacher has a calm appearance	72	8,0	Good
	The teacher behaves fairly and objectively	67	7,4	Good
3	Firm			
	The teacher gives feedback to students	51	5,7	Less
	The teacher displays self-confidence	40	4,4	Less
	The teacher speaks firmly	58	6,4	Good
4	Full of calling of the soul			Good
	The teacher appears alert	69	7,7	Good
	The teacher displays an enthusiastic expression	57	6,3	Good
	The teacher sincerely assists students	69	7,7	Good
5	Alert			Good
	The teacher appears fit	54	6,0	Good
	The teacher appears friendly	68	7,6	Good
	The teacher likes to help students	68	7,6	Good
	The teacher empathizes with students	60	6,7	Good
Learning Activities			Average	
1	Opening the lesson			
	Preparing students mentally	56	6,2	Good
	Motivating students	53	5,9	Less
	Delivering apperception	51	5,7	Less
	Delivering the objectives and scope of the learning material	61	6,8	Good
	Preparing students physically	40	4,4	Less
2	Mastery of the material			
	Delivering the scope of the material	55	6,1	Good
	Delivering justification for the material comprehensively	61	6,8	Good
	Delivering the material sequentially and cohesively (interrelated)	58	6,4	Good
	Relevance of the material to real-life	42	4,7	Less
3	Determining the steps (activities) of learning			
	Implementation of TPACK-based learning strategies and 21st-century skills (*) (LMS, online media, online resources, online libraries)	61	6,8	Good
4	Carrying out an evaluation of the learning process and outcomes			
	Evaluating the learning process	44	4,9	Less

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	Conducting learning outcome evaluation	34	3,8	Less
5	Closing Learning			
	Cooling down	69	7,7	Good
	Summarizing learning materials and feedback	50	5,6	Less
	Conducting reflection and follow-up	52	5,8	Less
Jumlah		213,9		

Table 2. Results of the Percentage of Physical Education Teacher's Ability to Implementing Learning

Category	Frequency	Percentage (%)
Very Good	0	0%
Good	26	72,3%
Less	10	27,7%
Very Less	0	0 %
Total		100 %



Based on the diagram above, it can be concluded that the percentage of physical education teachers' ability to implement learning at SD Negeri Aceh Barat Daya Regency is in the "Good" category with a percentage of 72.3%. While there are 27.7% with the "Less" category. In addition, the "Very Good" and "Very Less" categories with a percentage of 0%.

2) Obstacles experienced by physical education teachers in implementing the learning process at Elementary Schools in Southwest Aceh Regency

To obtain data on the obstacles faced by physical education teachers in implementing the learning process at Elementary Schools in Aceh Barat Daya Regency, the researcher conducted interviews with research samples consisting of 9 physical education teachers who work at Elementary Schools in Aceh Barat Daya Regency. The researcher describes the summary of the interview as follows.

1) How do you start opening the physical education lesson? Are there any obstacles?

Answer: So far, there have been no significant obstacles to opening the lesson. Teachers carry out activities to make students feel ready to learn, including arranging student formations, greeting, praying, asking about student conditions, and attending. Teachers convey apperception by increasing student attention (for example by conducting demonstrations), asking questions that relate previous knowledge to the material to be learned, and relating it to everyday life

2) Do you deliver the material coherently and cohesively (interrelated)?

Answer: The teacher delivers the material according to the available facilities and infrastructure and the physical condition of the students. For example, after studying floor gymnastics, students do not immediately practice it because there are not enough mats or a safe space to do it. There is also some information that is conveyed repeatedly without any additional new information. For example, if there is only one type of ball, then the activities that can be done become limited and monotonous.

3) How do you evaluate the learning process?

Answer: The evaluations carried out tend to use the same method repeatedly, such as only through written tests. Evaluation is mostly done at the end of the learning period. The feedback given to students is often not detailed and does not cover all aspects that need to be improved. For example, after gymnastics or playing soccer, the feedback given is only general and not specific to techniques or attitudes that need to be improved. This is because teachers are often faced with limited time to evaluate each student thoroughly, so teachers choose a quick and simple evaluation method.

4) How do you close a physical education lesson? Are there any obstacles?

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Answer: The teacher carries out a cool-down by choosing the type of cool-down that suits the characteristics of the material being taught. The teacher summarizes the learning material by involving students.

5) How do you follow up on physical education learning?

Answer: The teacher conducts a written or practical evaluation to assess students' understanding of the material that has been taught and encourages students to do independent practice at home

Based on the summary of the interview above, it can be seen that the obstacles faced by physical education teachers in implementing the learning process at SD Negeri Aceh Barat Daya Regency are related to the limited availability of physical education learning facilities and infrastructure at school. This has an impact on the less-than-optimal implementation of learning and evaluation activities. In addition, time constraints in learning activities, especially to evaluate each student's learning process as a whole, mean that teachers choose a fast and simple evaluation method.

In the early stages of learning, physical education teachers usually start with a warm-up which aims to improve blood circulation, prepare muscles and joints, and prepare students mentally for learning [10]. The purpose of the evaluation is not only to measure students' understanding and skills but also to provide feedback to students about their progress and assist teachers in adjusting learning according to students' needs [11].

Physical education teachers are faced with various obstacles in implementing learning in schools. One of the main obstacles faced is the limited facilities and infrastructure. Inadequate sports facilities, such as inadequate fields, damaged or incomplete sports equipment, and limited changing rooms, are often obstacles [12]. This condition implements sports learning less than optimal and students cannot maximize their potential in sports.

One of the main obstacles is time constraints [13]. Most schools provide limited time for physical education learning in the daily schedule so teachers must devote maximum effort in a short time to facilitate meaningful activities. This time constraint can also hinder flexibility in designing deeper and more varied learning activities.

In addition, limited facilities and infrastructure are significant obstacles often experienced by physical education teachers [14]. Many schools, especially in less developed rural or urban areas, face limited sports fields, equipment, and other supporting facilities. This can limit teachers' freedom of movement in presenting various types of physical activities and sports to students.

IV. CONCLUSION

Based on the research results, the following conclusions can be drawn:

1. The ability of physical education teachers to implement learning at State Elementary Schools in Aceh Barat Daya Regency obtained the category "Good". Teachers can display personality aspects that include indicators of being charming, authoritative, firm, full of calling, and alert. In learning activities, teachers can carry out activities to open lessons, master materials, determine learning steps (activities), evaluate the process and learning outcomes, and close learning well.
2. The obstacles experienced by physical education teachers in implementing the learning process at State Elementary Schools in Aceh Barat Daya Regency are related to the limited availability of physical education learning facilities and infrastructure and limited time in learning activities making it difficult for teachers to evaluate the learning process of each student as a whole.

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