

Analysis of Problems of Physical Education Teachers in Planning and Implementing Learning at State Senior High Schools in Southwest Aceh Regency



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ABSTRACT: Physical education teachers are faced with challenges in carrying out an effective learning process. This requires teachers to have skills in designing adaptive learning methods. The lesson plan is a document that guides teachers in preparing the learning process. This research aims to determine the ability of physical education teachers to compile lesson plans and implement learning, as well as the problems faced by physical education teachers in the Public High School of Aceh Barat Daya Regency. The approach in this research is qualitative with a descriptive research type. The research subjects were 12 physical education teachers actively serving in the State High School of Southwest Aceh Regency. The data collection techniques used were observation, interviews, and documentation studies. Based on the research results, it can be concluded that 1) The ability of physical education teachers to prepare lesson plans at Senior High Schools in Aceh Barat Daya Regency has not been able to be implemented by the development of the applicable curriculum. Physical education teachers have not been able to design the objectives and stages of learning activities, as well as follow-up and assessment to determine the quality of the learning process, so it is limited to only one activity that is the same for all students. 2) The implementation of physical education learning at Senior High Schools in Aceh Barat Daya Regency has not been running optimally. Physical education teachers do not carry out systematic assessments. In addition, teachers do not apply cooling that is by the characteristics of the material being taught, and summarize the learning material by involving and guiding students. 3) The problems of physical education teachers in preparing learning plans and implementation at Senior High Schools in Aceh Barat Daya Regency are setting objectives formulating appropriate learning indicators and selecting learning methods to the conditions of facilities and infrastructure. Limitations in computer skills are also a problem for physical education teachers in preparing lesson plans. The availability of inadequate sports facilities makes it difficult to actively involve students in the learning process and to carry out accurate evaluations.

KEYWORDS: Analysis; Problems, Physical Education; Implementing Learning.

I. INTRODUCTION

In designing lesson plans, physical education teachers need to consider various aspects such as learning objectives, methods to be used, media and learning resources, and relevant evaluation techniques [1]. Physical education not only facilitates the development of students' motor skills but also improves their physical fitness levels while providing a deeper understanding of the importance of a healthy lifestyle [2]. The expertise of physical education teachers in designing lesson plans and implementing effective learning has a crucial role. Teachers must be able to adapt learning according to existing conditions and situations, such as limited facilities or unfavorable weather [3]. In addition, PJOK teachers are responsible for providing motivation and guidance to students, helping them develop motor skills, and instilling the values of sportsmanship, cooperation, and discipline [4]. The success of a teacher does not only depend on mastery of academic knowledge, but also involves interpersonal skills, classroom management skills, and adaptability to developments in educational technology [5]. The purpose of this study was to determine the problems of physical education teachers in planning and implementing learning at State Senior High Schools in Southwest Aceh Regency.

II. METHOD

The approach in this study is qualitative with a descriptive research type. The subjects of the study were twelve physical education teachers who were actively working at State High School of Southwest Aceh Regency. The research activities were carried out from March to April 2024. Study Design: A qualitative approach with a descriptive research type. Study Location: State High School of Southwest Aceh Regency. Study Duration: March to April 2024. Sample size: 12 physical education teachers.

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Sample size calculation: Given the wide distribution of research subjects, the researcher limited the research subjects by using purposive sampling techniques. Purposive sampling is a sampling technique in which researchers deliberately select individuals or groups who are considered most relevant and have specific characteristics to answer the research question [6]. In determining the research subjects, the researcher limited them based on the classification of urban, inland, and coastal areas. The subjects of this study were twelve physical education teachers actively working in State Senior High Schools throughout Southwest Aceh District.

Procedure methodology

The data collection techniques that researchers use in this study are interview techniques and documentation studies. An interview is a communication process between two or more parties in which one party asks questions and the other party provides answers [7]. The purpose of the interview is to gather information, obtain opinions, or understand the views and experiences of the interviewed individual.

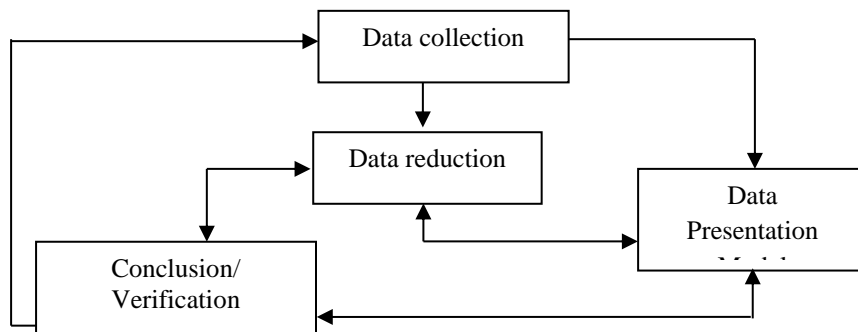
Documentation techniques used to determine the ability of physical education teachers to prepare learning implementation plans. Documentation techniques encompass a variety of methods and practices for producing accurate, complete, and understandable documents, including the use of standard formats, clear language, and detailed explanations [8].

Statistical analysis

The data analysis technique used in this study is descriptive analysis. Descriptive analysis is a method used to describe and summarize data simply without drawing further conclusions [9]. To find out the problems of physical education teachers in planning and implementing learning, data analysis is carried out in several stages, including: 1) data reduction; 2) data presentation; and 3) drawing temporary conclusions/verification [10].

The steps taken in the data analysis stage, namely the first stage is reducing the data that has been collected through interviews and documentation, after the data is collected, editing is carried out or checking the accuracy of the data and deleting incorrect or unnecessary data; the second stage is presenting data with descriptions. The third is verifying data or concluding the problems of physical education teachers in preparing the planning and implementation of the learning process.

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:



III. RESULT AND DISCUSSION

To obtain data on the problems of physical education teachers in preparing learning implementation plans, the researcher conducted interviews with research subjects consisting of 12 physical education teachers who work at State Senior High Schools in Southwest Aceh Regency. The researcher describes the summary of the interview as follows.

- 1) What steps do you take when starting the process of preparing a learning implementation plan for the physical education subject??
Answer: I often find it difficult to start preparing lesson plans due to the lack of resources and time available. As a result, I cannot always plan carefully and in detail. I tend to ignore the use of technology and innovation in learning when starting to prepare lesson plans. My focus is more on fulfilling administrative obligations than thinking about more effective methods.
- 2) How do you determine learning activities and methods that are appropriate to the characteristics of physical education subjects?
Answer: I find it difficult to integrate theory with practice in PJOK subjects. I tend to focus on one aspect only, which often makes learning less balanced and less comprehensive. I often have difficulty determining the right learning method due to a lack of in-depth understanding of the characteristics of PJOK subjects. As a result, the methods I choose are often ineffective.
- 3) How do you adjust the availability of sports facilities and infrastructure at school when preparing a learning implementation plan?
Answer: The limited sports facilities forced me to use less-than-ideal learning methods. Often I did not change the lesson plan because it was difficult to find a suitable alternative, so the results were not optimal. I often felt frustrated because of the limited

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sports facilities and infrastructure at school. As a result, I rarely adjusted the lesson plan optimally, and the planned activities often could not be implemented as expected.

4) Do you have the skills to use computers and utilize the internet/online resources to support the creation of learning implementation plans??

Answer: I am not very good at using computers, so making lesson plans becomes more difficult and time-consuming. I also find it difficult to access and utilize relevant online resources. My skills in using computers and the Internet are very minimal. I often rely on manual methods in making lesson plans, which are certainly less efficient and do not utilize the potential of existing technology.

5) What are the main obstacles that you often face when preparing lesson plans?

Answer: Inadequate facilities in schools are often a major obstacle. I have difficulty designing appropriate learning activities due to the limited facilities and infrastructure available. The lack of adequate resources and references is a major obstacle for me. I often feel confused about where to start because there are no clear guidelines or examples.

6) How do you plan preliminary activities in physical education learning in class? Are there any obstacles in creating student interest?

Answer: I usually just repeat the material from the previous meeting without much variation. Sometimes, I feel unprepared because of the tight schedule, so the introduction becomes less interesting for students. I find it difficult to plan interesting introductory activities because of the limited time and available teaching aids. The introduction is often just a short question-and-answer session or review of the material without any interesting activities.

7) In the core activities of physical education learning, what learning methods or approaches do you usually apply in class? Are there any obstacles in its implementation?

Answer: The method I often apply is repetitive practice. I tend to use direct teaching methods without much variation or innovation. I often just use basic lecture and demonstration methods without actively involving students. The main obstacles are the lack of student participation and the lack of time to apply a more interactive approach.

8) How do you evaluate students' learning progress during physical education learning? Are there any obstacles faced in this evaluation process?

Answer: My evaluations are often based solely on exam performance. I usually only do evaluations at the end of the semester, focusing on students' physical results.

9) What do you do in the closing activities of physical education learning? Are there any obstacles in carrying out the closing activities?

Answer: I often just give homework as a closing without doing any reflection or feedback. I usually just close the lesson by giving a short message and asking students to clean up their tools.

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

Answer: The follow-up that I do is often just giving assignments. After the material is finished being taught, I rarely do additional revisions or evaluations. Usually, I just move on to the next material.

Based on the interview summary, it can be seen that the problems of physical education teachers in preparing learning implementation plans are setting clear and measurable learning objectives and formulating appropriate learning indicators, selecting appropriate learning materials and methods according to the conditions of facilities and infrastructure. In addition, limitations in computer skills are also a problem for physical education teachers in preparing learning implementation plans. The problems faced by physical education teachers in implementing the learning process are the availability of inadequate sports facilities, making it difficult to actively involve students in the learning process and to conduct accurate evaluations. In addition, differences in the level of skills and interests of students are also a problem in physical education learning and planning appropriate follow-up for all students.

Some teachers do not yet have a deep understanding of the learning concepts required in PJOK subjects, such as designing specific learning objectives for each physical activity or compiling assessments that include practical skills aspects [11]. Many teachers still have difficulty in formulating clear and measurable learning objectives, as well as compiling learning materials that are by the competencies that students must achieve [12].

Inadequate sports facilities, such as inadequate fields, damaged or incomplete sports equipment, and limited changing rooms, are often obstacles [13]. This condition implements sports learning less than optimal and students cannot maximize their potential in sports.

Time constraints also hamper the implementation of more varied and interactive learning methods, which are much needed to attract student interest. The time allocated for physical education subjects is usually insufficient to carry out various sports activities comprehensively. This makes it difficult for teachers to evaluate the abilities and development of each student in depth.

The constraints in using technology to develop lesson plans are also a significant factor. The use of technology in physical education learning can open up new opportunities, but not all teachers have the knowledge or access to the necessary technology. This

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limitation can hinder teachers' ability to develop innovative lesson plans that are in line with developments in educational technology [14]

IV. CONCLUSION

The problems of physical education teachers in preparing learning plans and implementation at State Senior High Schools in Southwest Aceh Regency are setting clear and measurable learning objectives and formulating appropriate learning indicators, selecting materials and learning methods that are by the conditions of facilities and infrastructure. Limitations in computer skills are also a problem for physical education teachers in preparing learning implementation plans. The availability of inadequate sports facilities makes it difficult to actively involve students in the learning process and conduct accurate evaluations.

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