

# **Research Article**

# ABILITY OF PPG STUDENTS OF THE PJOK STUDY PROGRAM IN COMPILING LEARNING TOOLS

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#### Abstract

Learning tools are means or equipment used in carrying out processes carried out by educators and students that indicate learning activities, and learning tools are used as a handle by educators in teaching in the classroom and outside the classroom. The purpose of this study is to find out the ability of PPG PJOK Study Program students in compiling learning tools. This research uses a quantitative approach with a descriptive type. The sampling technique used a total sampling with a total of 13 PPG students of the PJOK FKIP USK Study Program. The instrument in this study is in the form of the level of competence of PPG students in Compiling Teaching Modules that have been evaluated by expert experts, the instrument that is validated is standard from the Ministry of Higher Education, Science and Technology (Kemendiktisaintek). The data analysis technique uses the calculation of average and percentage values. Based on the results of the research that has been carried out, the researcher stated that: (1) able to use knowledge about curriculum components and how to use them to design learning designs, 100% in the category of very good, (2) able to implement effective learning centered on students, percentage 85% in the category of very good, (3) able to implement a learning environment strategy that is safe and comfortable for students, 100% in the category of very good, (4) able to use learning content and how to teach it, 100% percentage is in the very good category, (5) able to use knowledge about curriculum components and how to use it to design learning designs, 100% is in the very good category, (6) able to use knowledge in determining characteristics that will affect the way students learn, 92% is in the very good category,(7) able to use knowledge in determining characteristics that will affect the way students learn, 100% with the very good category, and (8) able to conduct feedback assessments and student-centered reporting, 100% with the very good category. It can be concluded that the ability of PPG PJOK Study Program Students in Compiling Learning Tools in the form of teaching modules, is located in the "Very Good" category with an average score of 8. The results of this study show that the Ability of PPG PJOK Study Program Students in Compiling Learning Tools in the form of teaching modules, is located in the "Good" category with an average score of 8 (100%).

Keywords: Drafting Ability, Learning Tools.

### INTRODUCTION

The development of a nation's human resources is highly dependent on the development of the world of education. Education is one of the factors that determine the quality of a nation's human resources. The quality of human resources will be very good if labor graduates reach a higher level of education (Lonni, 2018). The second International Congress on Technical and Vocational Education (VET) on April 26-29, 1999 organized by UNESCO, stated that human resource development is built through well-trained teachers, Teachers are agents of change in building a knowledgeable society, so it is necessary to improve the competence of teachers who are able to encourage students to achieve learning achievements in order to become a knowledgeable society (A. R. Yusuf, & A. Mukhadis, 2018). Teachers are the most important part of the world of education, and they are required to have mastery of various competencies. Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, article 10 (1) states that there are several competencies that must be quasiqualified by teachers, including pedagogical, professional, personality and social abilities. Based on these four competencies, the most important thing that teachers must possess is pedagogic competence. Pedagogic competence is the main competency and distinguishes between other professional professions, because in terms of pedagogic language, it is a science related to education and teaching science (Mulyani, 2017).

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National Education Standards article 28 paragraph (3) explains that pedagogic competence is the management of students' learning potential which includes understanding the characteristics of students, designing and implementing the learning process, evaluating learning outcomes and developing the potential of each student in actualizing their competencies. Based on the duties and roles of the teacher, the teacher is the main control in achieving quality national education. Therefore, teachers must be experts, skilled, capable and meet quality standards in education and teaching (Balqis et al., 2014). Permendiknas No.16 of 2007 describes a number of pedagogic competencies that must be possessed by a teacher including: the ability to understand the characteristics of students, master learning theories, and carry out educational learning activities, conduct effective, empathetic, and civilized communication, accommodate the development of students in manifesting the potential of students, the use of technology in the learning process to evaluate results learning (Dharma et al., 2013). Pedagogics must be understood by Physical Education, Sports and Health (PJOK) teachers so that the teaching and learning process becomes conducive. Physical Education, Sports and Health (PJOK) is the only subject in the curriculum that aims to improve students' competencies in cognitive, psychomotor, and affective aspects through physical activities that have been conceptualized. PJOK is important for students because through physical activities students have more potential to achieve learning goals because conceptualized moving experiences will make students more interested so that students are able to effectively achieve the competencies that have been set by the curriculum. In the learning process, there are factors that affect the achievement of learning objectives,

namely, educators/teachers, students/students, environment, learning methods, learning models, and learning media which in fact, regarding the learning process often occur ineffectiveness so that a lot of time, cost and energy are wasted and learning goals that are not achieved due to lack of communication between teachers and students, this is often found in the field (Swadesi et al., 2019). The PJOK learning process is essentially not free from problems and also does not run smoothly. There are so many problems that occur, both problems caused by the student's own factors and problems arising from external factors in the student, it can be the family environment, social environment or school environment According to Suriasumantri (2001), identification is an initial stage of problem mastery where an object in a certain situation can be recognized as a problem. Problem identification is also an effort made by a person in the process of finding, detecting or inventorying a problem that occurs in a certain object. At the problem identification stage, PPG students need to identify learning problems that occur in their class. Learning problems can be in the form of low student learning outcomes, lack of student motivation to learn, or students' difficulties in understanding the subject matter. For example, a PPG student who teaches PJOK subjects found that his students' learning outcomes in long jump material were still low. Before the teaching and learning process takes place, teachers can design attractively packaged learning materials that can attract students' attention, all of which can be poured into the learning device.

Learning tools are tools or equipment that support or support the learning process (Mahgiyanto, 2015). Based on the relationship between PJOK learning problems in the field and the effectiveness and efficiency of learning tools, it is necessary to develop learning tools with a solution learning model. According to Zuhdan et al. (2013), learning tools are means or equipment used in carrying out processes carried out by educators and students that indicate learning activities, and learning tools are used as a handle by educators in teaching in the classroom, laboratory and outside the classroom. Zuhdan et al. (2013:7) argue that the Learning Implementation Plan (RPP) has a function as a guide for teachers in implementing KBM so that it is more directed and runs effectively and efficiently. According to Nurdyansyah & Andiek (2015), teaching materials are summaries of material that have been submitted to students in the form of printouts or in other forms stored in electronic files, both verbal and written. According to Mariana et al. (2017), the learning monitoring and evaluation guide (Monev) is a procedure that is used as a reference in monitoring (supervising) the learning that is being carried out and evaluating (assessing) the learning that has been carried out with the aim of ensuring that Teaching and Learning Activities (KBM) run well, effectively, and efficiently and achieve learning objectives to the maximum. According to the above opinions, it can be concluded that lesson plans, teaching materials, and Learning Monitoring Guides can be referred to as learning tools. The phenomenon that occurs in PPG students of the PJOK FKIP USK Study Program Batch 2 of 2023 has not been able to meet the qualifications as competent teachers. The problems regarding the competence of PPG students are as follows: first, PPG students have not learned students according to the characteristics of the students' learning styles, second, the quality of PPG students in understanding learning models in carrying out the teaching and learning process is not mastered, third, the incompatibility with the learning style of the students, the lack of students in thinking creatively and innovatively in

learning, fourth, has not involved ICT in carrying out the learning process in accordance with the demands of 21st century learning, the five learning resources have not described the characteristics of students' learning styles.

#### **RESEARCH PROCEDURE**

This study uses a quantitative approach using a descriptive method. According to Sugiyono (2018), quantitative data is a research method based on positivism (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem being researched to produce a conclusion. The instrument in this study is standard from the Ministry of Higher Education, Science and Technology (Kemendiktisaintek). Then it was valdiated by two experts named name Dr. Yeni Marlina, M.Pd., and Hendra Fahrizal, M.Pd.

## **RESULTS OF RESEARCH AND DISCUSSION**

Based on the results of the researcher's analysis of the research findings, as follows:

• Outcomes Using knowledge of curriculum components and how to use them to design learning designs.

Table 1. Percentages Using knowledge about curriculum components and how to use them to design learning designs

Category	Frequency	Percentage %
Very good	0	0%
Good	13	100%
Less	0	0%
Less Than Once	0	0%
Sum	13	100%

It can be concluded that PPG PJOK Study Program students have been able to use knowledge about curriculum components and how to use them to design learning designs, with details achieved by 13 PPG PJOK Study Program students with a percentage of 100% and an average score of 8 and are in the good category.

Implementing effective, learner-centered learning

Table 2. Implementing effective learner-centered learning

Category	Frequency	Percentage %
Very good	0	0%
Good	13	100%
Less	0	0%
Less Than Once	0	0%
Sum	13	100%

It can be concluded that PPG PJOK Study Program students have been able to implement effective student-centered learning, with details in the good category and achieved by 13 PPG PJOK Study Program students with a total percentage of 100% with an average score of 7.76.

• Implementing a safe and comfortable learning environment strategy for students

It can be concluded that PPG PJOK Study Program students have been able to implement a safe and comfortable learning environment strategy for students, with details in the good category and achieved by 13 PPG PJOK Study Program students with a total percentage of 100% with an average score of 7.76.

 
 Table 3. Implementing a safe and comfortable learning environment strategy for students

Category	Frequency	Percentage %
Very good	0	0%
Good	13	100%
Less	0	0%
Less Than Once	0	0%
Sum	13	100%

• Using learning content and how to teach it

Table 4. Using learning content and how to teach it

Category	Frequency	Percentage %
Very good	0	0%
Good	13	100%
Less	0	0%
Less Than Once	0	0%
Sum	13	100%

It can be concluded that PPG PJOK Study Program students have been able to use the learning content and how to teach it, with details in the good category and achieved by 13 PPG PJOK Study Program students with a total percentage of 100% with an average score of 7.79.

• Use knowledge of curriculum components and how to use them to design learning designs

Table 5. Using knowledge of curriculum components and how touse them to design learning designs

Category	Frequency	Percentage %
Very good	0	0%
Good	13	100%
Less	0	0%
Less Than Once	0	0%
Sum	13	100%

It can be concluded that PPG PJOK Study Program students are able to use knowledge about curriculum components and how to use them to design learning designs, with details achieved by 13 PPG PJOK Study Program students with a percentage of 100% and an average score of 8 and are in the good category.

• Using knowledge in determining characteristics that will affect the way students learn

 Table 6. Using knowledge in determining characteristics that will affect the way students learn

Category	Frequency	Percentage %
Very good	0	0%
Good	13	100%
Less	0	0%
Less Than Once	0	0%
Sum	13	100%

It can be concluded that PPG PJOK Study Program students have been able to use knowledge in determining characteristics that will affect the way students learn, with details achieved by 13 PPG PJOK Study Program students with a total percentage of 100% and an average score of 7.87 and are in the good category.

 Using knowledge in determining characteristics that will affect the way students learn

 
 Table 7. Designing knowledge of curriculum components and how to use them to design learning outcomes

Category	Frequency	Percentage %
Very good	0	0%
Good	13	100%
Less	0	0%
Less Than Once	0	0%
Sum	13	100%

It can be concluded that PPG PJOK Study Program students have been able to use knowledge in determining characteristics that will affect the way students learn, with details achieved by 13 PPG PJOK Study Program students with a percentage of 100% and an average score of 7.61 and are in the good category.

• Conduct student-centered feedback assessments and reporting

#### Table 8. Conduct student-centered feedback assessments and reporting

Category	Frequency	Percentage %
Very good	0	0%
Good	13	100%
Less	0	0%
Less Than Once	0	0%
Sum		100%

It can be concluded that PPG PJOK Study Program students have been able to conduct student-centered feedback and reporting assessments, with details achieved by 13 PPG PJOK Study Program students with a percentage of 100% and an average score of 7.61 and are in the good category. PPG students of the PJOK Study Program must have the ability to prepare learning tools, one of which is having the competence in compiling teaching modules by packaging materials that are interesting and easy to understand by students and students. Competency is the main component of professional standards in addition to the code of ethics as a regulation of professional behavior stipulated in certain procedures and supervision systems. Teacher competence is a qualitative picture of the essence of meaningful teacher behavior. From this statement, competence is interpreted and interpreted as an effective behavioral tool related to exploration and investigation, analyzing and thinking, as well as paying attention, and perceiving that leads a person to find preventive measures to achieve certain goals effectively and efficiently (Jahidi Jajaj, 2014). Competence is more than just knowledge and skills. It involves the ability to meet complex demands, by harnessing and mobilizing psychosocial resources (including skills and attitudes) in specific contexts (OECD, 2003:4). In simple terms, competence can be interpreted as "something that a person really does and can be observed" (Guillen and Saris, 2003).

The creation of teaching modules is an ability that needs to be grown by teachers, so that teachers' teaching skills in the classroom can be more effective and efficient, from achievement indicators. In general, teachers must develop teaching modules in their entirety, but the reality is that many teachers are good at understanding how to compile and develop teaching modules, especially in the independent learning curriculum. The learning process whose teaching modules are not well planned can cause the delivery of material to students to be unsystematic, resulting in uneven learning between teachers and students. It seems that only the

teacher is active or vice versa and the learning that will be carried out seems good and interesting because the teacher does not prepare the teaching module optimally. As a result of the ability of PPG PJOK Study Program students in Compiling Learning Tools, students have been able to compile teaching modules that are expected to be used as provisions for students in the future. Because physical education teachers are not only responsible for delivering physical and motor materials, but all domains must be conveyed to their students through complete learning and education. As an effort by the government to produce professional teachers, in the Teacher Professional Education Program (PPG), it is expected to have pedagogical, social, personality and professional competencies and be able to develop competencies in a sustainable manner. This is outlined in the PPG course, namely material deepening, learning tool development and PPL. One of the schemes of Teacher Professional Education learning activities that must be taken by students is innovative learning practice activities. Innovative learning activities are one of the courses with activities that are packaged in the form of field experience practices. Innovative learning practice courses or PPL are carried out in the form of innovative learning practice activities. Equipping prospective physical education teachers who are professionals, it is necessary to get materials related to their profession, one of which is compiling learning tools by making teaching modules. Prospective physical education teachers are education personnel who are needed at all levels of education, from preschool to high school, even in universities offered by the Education Personnel Education Institution (Sumhendartin, 2004). Physical education teachers must be able to develop teaching modules, which are systematic, planned, and sustainable to produce a learning package that is ready to be used by teachers in carrying out learning in the classroom. Quality teaching modules can help teachers in achieving learning goals effectively and efficiently. Other objectives of the development of teaching modules: (a) To meet the needs of diverse learners. (b) Improving the professionalism of teachers. (c) Improving the overall quality of education (Dona Nengsih; Winda Febrina; Scarlett; June: 2024).

The results of this study show that the ability of PPG students of the PJOK Study Program in Preparing Learning Tools in the form of teaching modules, is located in the "Good" category with an average score of 8 (100%). In this competency, students already have provisions to become prospective teachers. With this achievement, they have shown a responsible attitude for work in the field of Physical Education expertise independently and have knowledge of the implementation of physical education, sports and health (PJOK) learning at the elementary, junior high and high school/vocational levels equivalent to mastery of science and technology in education, sports, and health (PJKR Curriculum, 2014). The results of previous research conducted by Achmad, et al. (2024) obtained results that subject 1 in developing the independent curriculum teaching module has met all points in each component of the teaching module, but for subject 2 there are several points that have not been met, namely in the core components and attachments. In the core component, the educator's reflection has not been written and in the appendix it has not written a glossary and bibliography. Broadly speaking, PPG students have been able to develop independent curriculum teaching modules. The results of previous research conducted by Achmad, et al. (2024) obtained results that subject 1 in developing the independent curriculum teaching module has met all points in each component of the teaching module, but for subject 2 there are several points that have not been met, namely in the core components and attachments. In the core component, the educator's reflection has not been written and in the appendix it has not written a glossary and bibliography. Broadly speaking, PPG students have been able to develop independent curriculum teaching modules. Research conducted by Ni Wayan Dian Permana Dewi, Ni Made Serma Wati, & I Made Sudiana (2024) found that the ability of PPG students to make innovative learning tools is still good. Students do not fully understand that before making learning tools, they should pay attention to various elements in designing innovative learning. The learning elements in question are TPACK (technological, pedagogical, content knowledge) as the basic framework for integrating technology in the learning process, Neuroscience-based learning, HOTS (Higher Order Thinking Skills), the demands of 21st Century Competencies or 4C (Communication, Collaboration, Critical Thinking, Creativity), literacy skills, and other elements, This is due to the low ability of students to make learning tools that are good numeracy and literacy skills, so that students are not even able to formulate learning objectives properly, so that the learning syntax to be achieved is not implemented optimally.

#### Conclusion

The results of this study show that: The ability of PPG PJOK Study Program students in Preparing Learning Tools in the form of teaching modules, is located in the "Good" category with an average score of 8 (100%)

### Suggestions

Based on the conclusions of the above research, the suggestions that can be given are as follows: For the FKIP USK Social Service Study Program, after knowing the results of this research, it is hoped that the data obtained can be used for evaluation materials and design of the lecture program so that the right system is realized to produce competent prospective educator graduates.

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