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# Material Selection by PJOK Teachers Based on Basic Motoric Competence in Elementary Schools

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Authors' contribution: A) Conception and design of the study; B) Acquisition of data; C) Analysis and interpretation of data; D) Manuscript preparation; E) Obtaining funding

**ABSTRACT**  
The purpose of this study was to find out the choice of PJOK material based on the curriculum in small classes by PJOK teachers. This study used a quantitative descriptive method with 22 lower-class PJOK teachers as subjects in elementary schools in Jombang District. The collection of data used is a non-test instrument in the form of a questionnaire and interviews. Research data is converted into a percentage. From the results of the data analysis, it was found that the choice of learning materials for elementary school PJOK teachers in Jombang District for grade 1 received a percentage of 50 percent, grade 2 received a percentage of 45 percent, and grade 3 received a percentage of 48 percent. It was concluded that small-class PJOK teachers in Jombang District had selected, implemented, and presented materials to students in order to achieve the curriculum, and the selection of PJOK materials in elementary schools in Jombang District had reached the minimum standards set in the teacher's book and student book. The following factors influence the choice of PJOK teacher material: infrastructure and teacher competence.

## ARTICLE HISTORY

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## INTRODUCTION

The curriculum is the basic step for carrying out the learning and teaching process in schools. With a more efficient and orderly learning and teaching process, the curriculum also serves as a guide for teachers to carry out learning in the educational sphere. The curriculum is the scope of learning activities whose content is a learning evaluation (Nazari, Jafari, Nasr, & Marandi, 2017). The purpose of the PJOK curriculum is to shape, build, and develop student competencies, skills, and attitudes as provisions for the future (Ryan & Poirier, 2012). In Indonesia, currently using the 2013 curriculum, students are required to be innovative and creative in developing their thinking, and they are expected to be able to live in society, nation, and state. The core competencies of the 2013 curriculum are competency



standards that must be achieved by students at the school level (Munawaroh, 2018). The curriculum is something that plays an important role in education; the curriculum is useful as a teacher's reference during the learning process (Wiguno & Cahyo, 2021). It can be concluded that the curriculum is a guideline for organising learning activities in schools that aim to create regular learning activities.

Elementary KD for lower classes that have been regulated in the national education system (Permendikbud, 2018), namely for grade 1 regarding basic locomotor, non-locomotor, manipulative movements, maintaining a balanced posture, basic floor gymnastics, basic locomotor and non-locomotor movements according to the rhythm, introduction to water activities, for class 2, namely regarding locomotor, non-locomotor, manipulative variations, maintaining a balanced body posture, floor exercise variations, variations of motion according to rhythm, variations of water activities, for class 3, namely regarding locomotor, non-locomotor combinations, manipulative, a combination of maintaining a balanced posture, a combination of floor gymnastics, a combination of rhythmic movements, a combination of water activities.

## MATERIALS AND METHODS

This study uses the survey research method. In this study, we used quantitative descriptive techniques with percentages. The purpose of this percentage search is to find out the status of something that is percentaged and then presented using the return percentage. The subjects studied were 22 small-class PJOK teachers at Jombang District Elementary School. The instrument in this study was a non-test instrument in the form of a questionnaire, which was given to the teacher during the research in the form of questions to find out what material the PJOK teacher had chosen. And interviews were conducted to find out more deeply what material the teacher gave to students as research subjects.

## RESULTS AND DISCUSSION

### Result

The calculations presented in this study are in the form of percentages taken from calculating answers from PJOK teachers about material choices in lower elementary schools in Bululawang sub-district. Following are the results of the data analysis presentation.

Table 1. Data on Basic Competency Results for Class 1 PJOK Material Selection

No	Component	Skor Result	Skor Maximal	Percentage	Criteria
1	Basic Competencies Locomotor Movement	118	220	51%	Not enough chosen
2	Basic competencies non-Locomotor Movement	99	154	64%	Enough chosen
3	Basic Manipulative Movement Competence	71	132	47%	Not enough chosen
4	Basic Competence Maintain Posture and Move in a Flexible and Balanced Manner	69	132	52%	Not enough chosen
5	Basic Competency Dominant Movement Activity Gymnastics	68	176	50%	Not enough chosen
6	Basic Competence of Locomotor and Non- Locomotor Movements Locomotor Rhythm	68	132	52%	Not enough Chosen
7	Basic Competency Introduction to Water Activities and Maintaining Safety	48	154	31%	Very less selected
	<b>Total</b>	<b>541</b>	<b>1.100</b>	<b>50%</b>	<b>Less</b>

The results of data processing on basic competencies for grade 1 obtained the lowest results in the form of a percentage, which stated that the water activity component got 31% in the very lacking category. This shows that 9 teachers chose walking material by the pool, 10 teachers chose material standing in the water, 10 teachers chose walking in the water, 4 teachers chose jumping in the water, 7 teachers chose floating on the surface of the water with or without a buoy, 4 teachers chose diving by counting, 4 teachers chose other materials, namely standing and walking by holding hands with a seatmate, washing hands, and turning off the tap, and others are only given material understanding. Each material has a maximum value of 22, so all respondents get 48 out of 154 values. This happens because the teacher only provides material in order to fulfil basic competencies due to inadequate facilities and infrastructure. The results of overall data processing obtained a percentage of 50% having less criteria, with a score of 459 and a maximum score of 924. For the basic competence of water activities, the teacher has met the minimum standards and is found in the teacher's book and student book for material learning that is taught to students, but the percentage obtained is still lacking because there are still those who have not taught it because of constraints on infrastructure.

**Table 2.** Data on Basic Competency Results for Class 2 PJOK Material Selection

No	Component	Skor Result	Skor Maximal	Percentage	Criteria
1	Locomotor Basic Competency	49	88	56%	Enough chosen
2	Non-Locomotor Basic Competency	66	154	43%	Less selected
3	Manipulative Movement Basic Competence	38	88	43%	Less selected
4	Basic Competency moves in a balanced way flexible and strong	72	154	47%	Less selected
5	Basic Competence floor gymnastics variations	71	176	40%	Very under selected
6	Basic Competency variations of basic locomotor and non-locomotor movements in rhythmic motion	56	110	51%	Less selected
7	Basic Competency variations of basic locomotor, non-locomotor, manipulative movements in the form of water games	34	88	39%	Very under selected
	<b>Total</b>	<b>386</b>	<b>858</b>	<b>45%</b>	<b>Lees</b>

The results of data processing on basic competencies for class 2 obtained the highest results in the form of a percentage, which stated that the kd component of locomotor motion variations got 56% in the sufficient category and the lowest in the water activity component got a percentage of 39% in the very lacking category, p. This variation of locomotor motion shows 13 teachers chose material for variations of walking settles and settles; 18 teachers chose material for running through obstacles in pairs; and 18 teachers chose material for imitating frogs jumping. Each material has a maximum value of 22, so all respondents get 394 out of 880 scores. This happens because for the basic competence of locomotor movements, the teacher has made modifications to movements that require tools so that the material can be carried out even though the tools are not available. For the basic competence of water activities due to inadequate infrastructure and being far from the swimming pool. The overall data processing results obtained a percentage of 45% having less criteria with the acquisition of a score of 386 with a maximum score of 858. The basic competence of locomotor motion variations has been met by the teacher and is contained

in the teacher's book and student book for learning material taught to students. The percentage obtained shows the sufficient category.

**Table 3.** Data on Basic Competency Results for Class 3 PJOK Material Selection

No	Component	Skor Result	Skor Maximal	Percentage	Criteria
1	Locomotor Basic Competency	79	132	60%	Simply selected
2	Non-Locomotor Basic Competency	77	132	58%	Less selected
3	Manipulative Movement Basic Competence	41	88	47%	Less selected
4	Basic Competency moves in a balanced way flexible and strong	56	110	51%	Less selected
5	Basic Competence floor gymnastics variations	66	154	43%	Less selected
6	Basic Competency variations of basic locomotor and non-locomotor movements in rhythmic motion	66	132	50%	Less selected
7	Basic Competency combination of basic motion of floating, gliding and self safety	25	88	28%	Very less selected
	Total	410	836	49%	Lees

The results of processing data on each basic competency for class 3 obtained the second lowest result from water activity, namely the dominant combination of floor gymnastics, getting a percentage of 43% in the less category. This shows that 11 teachers chose sitting material and raised their legs to form the letter V, 9 teachers chose standing material to form the letter T, 4 teachers chose material to move headstand with legs bent, 11 teachers chose material to jump changing direction, 17 teachers chose material to swing and rotate arms, and 12 teachers chose the material for the motion of the candles. This happens because the teacher does not master the material, and the teacher's way of delivering lessons is not good, so students cannot receive lessons properly. The results of overall data processing obtained a percentage of 49% having less criteria, with a score of 410 and a maximum score of 836. The basic competency in the combination of floor gymnastics is that the teacher has met the minimum standards, which are contained in the teacher's book and student book for learning material taught to students. The percentage obtained shows the lowest category.

## DISCUSSION

5 The results of the data presented can be seen in Table 1. The results of processed data from the selection of material by PJOK teachers in Class 1 get a percentage of 50% having less criteria, the results of class 2 data processing in Table 2 get a percentage of 45% having less criteria, and the processing results of Class 3 data in Table 3 get a percentage of 49% having less criteria. From the results of the data on the choice of material for lower-class PJOK teachers, there are two things that influence educators in choosing material, namely the facilities and infrastructure that exist in schools. Based on the statement from the PJOK teacher at the small elementary school in Jombang District, the infrastructure at the school was inadequate so that it could not support learning activities. Infrastructure facilities are a support for PJOK learning activities at school; adequate facilities and infrastructure at school are one of the things that will help students get motivated to learn so that they will get increased learning outcomes (Trilestari & Kurniawan, 2021). Based on the findings of

previous research at SD Negeri Tegallalang District, Gianyar Regency, there are infrastructure facilities for physical education subjects in the moderate category; a small proportion are damaged, 46 are borrowed, and 36 are owned by themselves; and there are no physical education infrastructure facilities of two types, namely gymnastics halls and halls for self-defence. This has an impact on student motivation to carry out physical education learning (Setiawan, 2021).

Teacher competence also influences the selection of learning materials. To achieve a good education, it starts with a teacher because the teacher is the person who is responsible for providing guidance, teaching, and shaping students' attitudes, so the teacher must have quality competence (Razak et al., 2018). Teacher competence is an ability possessed by a teacher to manage learning so that it goes well and optimally (Sutisna & Widodo, 2020). Competence is one of the qualifications that educators must have; with competence, educators will be more competent in carrying out their duties and can run optimally (Zogy, 2015). Each teacher has certain competencies, and these competencies are the qualities of a teacher. As a determinant for producing outstanding students, these competencies can be seen in how the teacher makes lesson plans and practises them (Feng & Sass, 2017; Kim, Lee, Spector, & DeMeester, 2012). Based on the results of previous research, there were several teachers who were less competent in providing subject matter, for example, in the basic competence of pencak silat at SMA Negeri 15 Surabaya, which had initially been taught but was not taught because many students did not know how to move pencak silat, so students found it difficult to practise the movement (Ivanto & Tuasikal, 2018).

Teacher performance is the ability of a teacher to carry out and carry out his duties. The teacher's task is to teach students at school so that they get the provision of knowledge that will be used in the future. The teacher's performance is said to be good if the teacher has reached the predetermined performance standards. Teacher performance is the result of quality teacher work. learn effectively and efficiently (Rahmah, 2020). Teacher performance can also affect the quality of student learning outcomes because the teacher is the most important thing in the learning and teaching process. The teacher is a student supervisor, so teacher performance must always be professional in order to produce qualified students (Biesta, Priestley, & Robinson, 2015). The performance of teachers in Elementary Schools in Jombang District is still lacking, as can be seen in the results of the selection of materials that have not met good criteria.

Childhood is a very important period for learning and doing about basic movement skills; if skills are not taught enough, students will experience more difficult obstacles in the future. In order to improve good human resources, students need to be educated as well as possible, not only intellectually but also emotionally, morally, physically, and motorly. All the potential that exists in a child must be developed. PJOK in schools is held so that they are able to play a role in terms of children's movement skills, which are very important at an early age. With PJOK children living in a less supportive background environment, it is hoped that at school children will get sufficient infrastructure to carry out movement skills and develop their potential. have. The development of children's basic movements is always neglected by educators during childhood. In fact, this is very important because physical development and historical movement experience play an important role in acquiring children's movement patterns; therefore, the slightest thing is a deficiency when performing movement skills. The basics must always be corrected by educators because they can cause problems with children's movement skills in the future. Besides this, the social consequences that can arise will change the child's self-concept. Therefore, the evaluation of skills is very important during childhood (Syahril, 2015). It can be concluded that teachers in Elementary Schools in Jombang District have met the minimum standards for selecting PJOK

materials, and basic movement skills are still lacking, as seen from the teaching materials used by elementary school teachers in Jombang District, namely teacher books and student books, but some teachers only teach the material because of the danger and fear of students getting injured while doing the practise material.

### CONCLUSION

It can be concluded that PJOK teachers in Jombang District have selected, implemented, and presented material to students in order to achieve the curriculum. And there is one material that has not been taught because the facilities and infrastructure in schools are incomplete and the teacher's competence in mastering the material is still lacking. School equipment and facilities greatly influence teaching and learning activities, including physical education, health, and sports learning. The PJOK teacher at the Jombang District Elementary School has met the minimum standard of material that has been taught because the material is already contained in the teacher's book and student book.

### 14 CONFLICT OF INTEREST

There are no conflicts of interest in this article.

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