

The Role of Peaches Teachers in Determining Movement Learning Teaching Strategies

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ABSTRACT

Teaching strategies are arrangements for implementing teaching methods so that the learning process goes well so that objectives can be achieved. When a teacher chooses one of these various methods, the teacher must give certain considerations so that the learning process will run smoothly. The methods that are often used in learning movement are the whole practice method and the part practice method. Movement is a basic element of human life. Without movement, it is impossible for humans to carry out their activities to continue the process of living a better life. Thus, movement becomes a very important need in order to help sustain life. Learning movement is a form of learning that has an emphasis on something specific, namely improving the quality of body movement. Learning movement is also an important part, as well as its position in physical education and sports. Learning movement plays a role in physical education which involves the psychomotor domain, to develop body movement skills, master movement patterns in sports skills, and express good personal and interpersonal behavior patterns in competitions and dance.

INTRODUCTION

Teaching strategies can also be interpreted as setting out how to manage the learning process so that it takes place dynamically in order to achieve the goals that have been formulated. When a teacher chooses a particular strategy and applies that strategy, the teacher must realize that the strategy will determine how the

interactions that occur in the learning process will be managed. Methods that are often used in learning

There are various methods for sports activities, including: Whole and part practice method, Drill Method, and Problem Solving Method. "The process of learning micro-motor movements is a learning activity that directly involves: the cognitive domain, the affective domain and the psychomotor domain. These three domains describe a single unit" that cannot be separated but can be differentiated. How someone is not able to perform a skill movement well is a reflection of what he knows so he is able to do it. with. true however. When the concept of movement learning is not stored in the child's mind set, the child will not: be able to perform skill movements correctly. Physical education teachers have various tasks, one of which is the ability to create a teaching and learning atmosphere or climate that can motivate students to always study well and enthusiastically. Therefore, teachers are required to be careful in choosing and using teaching methods or styles that actively involve students.

There really is no method or style. teaching is best for all situations and all subject matter, but the teaching method or style will be successful if it is adapted to the needs of students, class size, available facilities, equipment owned and the goals to be achieved. Thus, in planning the implementation of learning, interaction between student behavior and teacher behavior should be created and have an influence on achieving learning goals or objectives.

Teaching Strategy

According to Roestivah.NK12001:00 in the learning process, teachers must have strategies, so that students can learn effectively and efficiently, achieving the expected goals. Furthermore, it is said that one of the steps to having this strategy is to master presentation techniques, or what is usually called teaching methods.

Lesson presentation techniques are knowledge about the teaching methods used by teachers or instructors. The teaching methods or presentation techniques used by teachers to convey information or verbal message to students are different from the methods used to strengthen students in mastering knowledge, skills and attitudes. Teachers should use teaching methods that motivate students to be able to use their knowledge to solve a problem faced or to answer a question, which will be different from the method. which is used for the purpose of enabling students to think and express their own opinions.

According to Moston (1982) Teaching strategy or teaching style is a strategy to encourage student participation in carrying out teaching tasks. Furthermore, it is said that the interactions between teachers and students that occur in the learning process are a reflection of learning behavior. Thus it can be said that teacher behavior will direct student behavior to achieve learning goals. Learning strategies are tools or media, not learning objectives.

Learning strategies are said to be appropriate if they are in accordance with competency tendencies as the totality of learning outcomes to be developed, namely whether they are more cognitive, affective or psychomotor (Bermawi Munthe, 2009).

In line with that, Mulyasa (2009, 95) said that teachers need to understand at least 5 learning approaches in order to teach well, namely; 1) competency approach, 2) process skills approach, 3) environmental approach, 4) contextual approach, and thematic approach. Sugiyanto et al (1998) define teaching strategies as arrangements for implementing teaching methods so that the learning process continues well so that objectives can be achieved. When a teacher chooses one of these various methods, the teacher must give certain considerations so that the learning process will run smoothly. The methods that are often used in movement learning are the whole practice method and the part practice method. Whole practice method and Part practice method are two learning approaches that always consider whether when practicing a movement it is better to practice it as a whole. of the movement learned, or practicing the movement in parts before doing it as a whole.

The initial stages of student learning are directed at practicing the entire series of movements being studied. This means that the teacher is applying the overall method. However, at the beginning of learning, students are directed to demonstrate the movement part by part of the whole series of movements, and after the parts

of the movement are mastered, then they can practice it as a whole, the teacher has applied the part method. In implementing movement learning, the two methods can be used alone or can also be combined with both methods. There are considerations why the two methods can be combined or carried out alternately, namely the nature of the movement being studied, namely the level of complexity of movement organization and the level of movement complexity.

If assessed based on these two kinds of considerations, there are movements that have the characteristics of a high level of organization, but a low level of movement complexity or a low level of movement organization, but a high level of movement complexity. It is also possible that both movement characteristics are equally high or equally low.

Robert N. Singer (1980) said that to decide whether to choose one method or combine them, there are instructions that can be used, namely in the form of a diagram.

Singer explains the diagram as a reflection of the level of complexity of the organization and complexity of the movement and is on a continuum from low level to high level. Visualization through these diagrams will help facilitate the task of physical education teachers in selecting and determining which practical methods will be used in the movement learning process. The diagram can be explained as follows: First, analyze the movement organization and complexity of the movement skills to be taught. Second, the level of movement organization is high and the level of movement complexity is low, so it is best to use the overall method. Third, the level of movement organization is low and the level of movement complexity is high, so it is best to use the Section Method. Fourth, use a combination of both methods if the level of movement organization and movement complexity are both moderate and the level of movement organization is high and movement complexity is high.

The Role of Physical Education Teachers

According to Bermawi Munthe (2009, 71) lecturers/teachers must play their role appropriately when helping students, namely placing themselves in a certain position, and knowing their obligations that should be carried out in that position. It is said that when dealing with students who have an independent (self-directed) character, lecturers/teachers should play the role of facilitator, resource person, manager, model and mentor. When dealing with students who have the character of high dependence on other people (other-directed), specifically the role of the Physical Education Teacher

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Lecturers/teachers should map their roles and the roles of students/students in taking advantage of opportunities to achieve successful learning objectives. The more opportunities a lecturer/teacher takes in the class participation and contribution process, the less students/students take the opportunity in the class participation and contribution process. This means that a lecturer/teacher is getting smarter faster and students/students are getting smarter slowly. Therefore, if the physical education teacher does more demonstrations of movements then the students will be slow in mastering the movements being taught.

The role of physical education teachers in teaching movement skills includes several types of duties and obligations, namely; as a teaching planner, as a presenter of information, as an evaluation of achievement, and as a motivator (Sugiyanto, 1998).

Physical education teachers in managing the learning process have a slightly different role from subject

teachers who do not teach movement. Because the movement learning conditions are different from the cognitive learning conditions and the affective learning conditions, the strategies are different.

Movement learning conditions must be adapted to each stage of movement learning, namely: cognitive stage, associative stage and autonomous stage. First, the role of the physical education teacher at the cognitive stage is: a) Forming students' memories of movement concepts related to the new skills being learned, b) explaining and demonstrating the movements of the skills being learned, c) arranging turns for each student so they can try -try to practice the movements learned. Second, the role of the physical education teacher at the associative stage is; a) provide opportunities and organize the implementation of practicing a series of movements, b) provide feedback and provide corrections to incorrect or correct movements made by students. Third, the role of the physical education teacher at the autonomous stage is basically the same as at the associative stage, only the intensity of accuracy requires high precision, because the autonomous stage is a stage of perfection. Provide more opportunities for students to demonstrate movements, provide more careful and detailed feedback.

Motor Learning/Movement Learning is a permanent change in the form of learning movement which is realized through muscular responses and expressed in body movements (Singer R. 1980). It was further explained that learning to move plays a role in efforts to improve the quality of body movement in sports. In learning movement, the materials studied are movement patterns of body skills, such as movements in sports. The learning process includes observing movements to understand the principles of the movement, then students imitate and do it over and over again. Furthermore, they can apply movement patterns that have been mastered to certain situations, and in the end students can create more efficient movements to complete the movement tasks learned. Sugiyono (1998) said that learning movement is learning that focuses on bodily activities. Affective learning is learning that focuses on emotional activities and feelings. Cognitive learning is learning that emphasizes thinking activities. Each type of learning has its own uniqueness. Its uniqueness can be seen in the learning material, learning process, learning conditions, intensity of involvement in each element of the capability domain, and learning outcomes.

Drowtzky (1975) said that motor learning is learning that is realized through muscular responses expressed in body movements or body parts. The physical domain and psychomotor domain are central points in learning movement. Movement learning occurs in the form of or through muscular responses expressed in partial or complete body movements. When carrying out physical activity, there are two main aspects that need to be considered, namely: First, to improve physical abilities, Second, to improve the quality of body movements. Increased physical activity, activities carried out refer to the principles of physical training. and to improve the quality of movement, the activities carried out refer to the principles of motor learning.

Motorik is a translation of the word "motor" (Samsudin, 2008). Furthermore, Gallahue (1989) explains that movement is the culmination of an action based on motor processes or mechanics that cause a movement to occur. It can also be understood that motorism is a condition that increases or produces stimulus/stimulation to the activities of physical organs.

Zulkifly (2001) said that motor skills are everything related to body movements. Furthermore, it is said that in motor development there are three determining elements, namely: 1) muscles, 2) nerves, 3) brain. These three elements play a role in positive interactions, namely that one element is related to each other, supports each other, complements each other with other elements to achieve a more perfect motor condition.

CONCLUSION

Physical education teachers have various important roles in the movement learning process. High commitment to their role in a good manner is very influential or the key to success in the quality of students' learning outcomes. The important role of physical education teachers includes the roles as teaching planner, manager of the learning process and as a motivator and evaluator.

The use of the whole method and the combined part method is based on which parts of the movement can be done in parts, and which parts of the movement should be done as a whole. The part method is applied if the

movements are relatively independent or do not influence each other with other parts of the movement.

The overall method is applied if the movements carried out influence each other. The scharus physical education teacher has the ability to determine one part of the movement from a series of movements that the student needs to do separately or not. One part of the movement that is separated does not mean that it has to be implemented separately - but is separated because it has to be separated. Mistakes in separating the parts of the movement can result in lack of accuracy and fluency in carrying out the movement as a whole. Therefore, when physical education teachers apply the part method for movements that should use the whole method, this will be detrimental to students in terms of the efficiency of learning time.

The application of the suitable part method to teach movements that are difficult for students to master or certain parts of the movement is the key to mastering the movement as a whole. For example, the serve shot in tennis is that accuracy in bouncing the ball is the key to a successful serve.

Thus, in the initial stages, the movement to bounce the ball needs to be done separately, before the movement to bounce the ball while swinging the racket upwards; and then the serve can be done completely.

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