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Model-Based Approach and Meaningful Physical Education Implementation in Indonesia

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Abstract

This research aims to develop a method for implementing a model-based practice (MbP) in physical education by integrating it with effective teaching methods, strategies, and styles. Three learning models are chosen as the main delivery themes: movement education, fitness education, and cooperative learning. The enablers to be integrated in this practice are five features of 'meaningful physical education /MPE': social-interaction, challenge, motor competence, fun, and self-expression. The progress of teachers in implementing the teaching approaches in their classes was monitored and guided by facilitators, following a qualitative ethnographic approach using Casey & Ann MacPhail's method. The results show that most teachers felt satisfied with their teaching performances in applying model-based practices, particularly in teaching physical activities and fundamental basic skills that directly contribute to health-related fitness. However, many teachers felt confused by the multitude of delivery systems needed to clarify the positions and roles of methods, strategies, and teaching styles. They lost track of the MPE features. Additionally, some teachers remain trapped in traditional methods of teaching PE and are perplexed mainly by the complexity of combining two or three learning models in one lesson. Generally, a significant gap persists between teachers' mindsets and the teaching skills necessary to foster student voices, choices, and ownership.

Keywords: model-based practice, meaningful PE, motor competence, social interaction.

1.Introduction

This research aims to develop a method for implementing a model-based practice (MbP) in physical education (Metzler, 2017; Casey and Kirk, 2024), by integrating it with effective teaching methods, strategies, and styles. Three learning models are chosen as the primary delivery themes: movement education, fitness education, and the cooperative model. The enablers to be integrated in this practice are five features of 'meaningful physical education /MPE' as: social-interaction, challenge, increased motor competence, fun, and delight (Beni, S., Fletcher, T., Ní Chróinín, D. , 2017; Beni, S., Fletcher, T., & Ní Chróinín, D., 2018). However, the implementation of this model has not been widely applied, which is understandable, considering the numerous limitations teachers and prospective teachers face in understanding learning models in PE (Casey, A., 2014).

2.Methods

This study uses an ethnography-based action approach. Two analytical questions to inform and guide our analysis: (1) What did teachers learn about implementing MBP through this project that will help other physical education practitioners implement the multi-model MBP approach? and (2) What are the enablers and main obstacles to implementing the initial MBP?

2.1 Research Design

Borrowing from Casey & Ann MacPhail's method, the PE Teacher Competency Development program is organized into six parts. In the first part, the researcher and participants discussed MBP from a multi-model perspective. In the second part, the researcher explored which models to integrate. The third part details that teachers should note, experience, and reflect on their teaching performance during teaching practice in their own schools. Fourth, discuss the teachers' performance based on the results that emerge from data analysis of the videos. In the fifth section, to revisit the two previously mentioned frameworks (the curriculum and pedagogical model). Finally, we conclude by suggesting that a balance needs to be struck between the aspirations of each pedagogical model —the MBP approach —and the realities of school life.

2.2 Participants and Procedures

The sample consisted of 32 people, comprising 18 from Lampung Province and 14 from Central Kalimantan Province. Lampung province comprises 10 female teachers and 8 male teachers, while Central Kalimantan comprises 6 female participants and 8 male participants.

2.3 Data Analysis

To maintain and improve the focus of data collection, teachers use a reflective cycle in their lesson-by-lesson diary. This cycle focuses on six stages of reflection: (1) Description: what happens? (2) Feelings: What does the teacher think? (3) Evaluation: What was good or bad about the experience? (4) Analysis: What meaning can the teacher make from this situation? (5) Conclusion: What else can teachers do? and (6) Action plan: if teaching again, what will the teacher do?

3. Results and Discussion

Through the expressions and discussions, this study formulated so many results, but this report only exposes the following results:

1. The study included sixteen teaching unit lessons that used the movement education model and the fitness education model applied to various subject matters selected by the respective teachers.
2. Most teachers are making progress in implementing model-based practices, especially in emphasizing physical activity, which leads directly to health-related fitness improvement.
3. Most teachers are still confused by the numerous delivery systems required to differentiate between teaching methods, approaches, strategies, and styles. Single-model MbPs have not been positioned as a quick fix for physical education, and multi-model MbPs tend to be more complex.
4. Students, on the other hand, have felt the meaning of the lessons they attended, especially in the aspects of physical and motor skills, the pleasure of following lessons, the presence of challenges, and social significance.

4. Conclusion

Based on the results above, it can be concluded that:

1. The implementation of MbP in PE lessons has helped PE teachers integrate several models that combine subject matter-focused models and models emphasising educative purposes, without compromising the use of methods, strategies, and teaching styles in each episode of the lesson.
2. Teaching skills that have been considered equivalent to other features, such as methods, approaches, strategies, and teaching styles, should be used as generic terms to accommodate the concept of teaching skills.
3. Previous pedagogical features in teaching PE, such as methods, strategies, styles, and even teaching models, have helped teachers and prospective PE teachers reinforce the pedagogical model, particularly cooperative learning, in their teaching skills.
4. The meaning of meaningful PE learning has been more understood as strands that should be utilized as indicators of the practical PE lessons that PE teachers should strive for in every action of their teaching, particularly when they implement the MbP.
5. Teachers are eager and willing to involve students in every domain beyond the single physical domain. They also really believe that the development of students' voice, choice, and ownership was strengthened when they implemented the MbPs.

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