Smart-er models and ideas method on physical education teaching in elementary schools

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Abstract. This study aims to determine the implementation of Smart-er learning models and the Ideas method in learning physical education in elementary schools in the small city of West Java, Indonesia. This research used a qualitative approach and the technique used is the Developmental Research (Defining, Designing, Developing, and Disseminating). The research subjects were students who were carrying out fieldwork or teaching practice in elementary schools. The research subjects were 76 male and female students. The results of the study show that physical education uses the SMART-ER model that stands for Specific, Measurable, Agreed, Realistic, Time, Environment, and Recorded. The Ideas method is suitable to be used in physical education learning in Elementary Schools.

1. Introduction

The role of physical education teacher is very central, that is, teachers should be able to guide and foster students to become someone who has an ethical and moral, good and honest attitude [1-4]. Teachers should understand how learning concepts can be implemented in learning [5-7]. Movement learning is a combination of learning and practice that unites into one interconnected unit in learning and practice. For example, if the students will learn one of the basic techniques with an inner leg, the teacher must work and observe all methods of the systematic movement contained in the skill of kicking the ball to the students. And at that time the teacher should surely understand that the learning outcomes that will be constructed by the students are preceded by training with several warm-ups kicking the ball.

Therefore, in the training process there are [8]. So, with the existing learning process there must be someone who teaches, the task is also taught by teachers who understand about teaching methods. Thus, the teacher is also mentioned as a trainer, whose teaching material can be easily understood by students. The reason because teacher usually explains the material for the process and system that is suitable with the teaching methods to be easily understood by students.

Referring to the focus of the study, the purpose of this study was to analyze the learning of the Smart-er model and the Ideas method on student learning in elementary schools.

2. Methods

This study uses the Developmental Research model which consists of: Defining, Designing, Developing, and Disseminating [9]. In the Defining stage the researcher provides an explanation of the Smart-er concept and the Ideas method in a coherent manner. In the Designing stage, the researcher creates a
format for field practice and design for the learning process with the systematic learning of Ideas which includes Introduction, Demonstration, Explanation, Activity, and Summary. In the Developing stage, researchers applied the Smart model and Ideas method to students to be practiced to a larger audience. In the Disseminating stage, the researcher observes, evaluates and evaluates the results of physical education conducted by students in elementary schools. The research subjects were students who were carrying out Field Work Practices or the practice of teaching Elementary Schools in one small city in Indonesia. The research subjects were 76 male and female students.

3. Results and discussion

3.1. Defining
At this stage, students are given an explanation about the concept of the Smart-er model.

![Smart-er Learning model](image)

**Figure 1.** Smart-er Learning model.

Furthermore, it is also explained about the Ideas method that must be practiced in the field during physical education learning in Elementary Schools.

3.2. Designing
At this stage, researchers made physical education learning design and learning evaluation forms. The method used is Ideas, which is a learning method that includes a system of learning that begins with Introduction, Demonstration, Explanation, Activity, and Summary. For more details, it is described as follows:

![Stages of learning the ideas method](image)

**Figure 2.** Stages of learning the ideas method.
Learning is designed to recognize and learn the concept of Smart-er and learning methods Ideas, and understand the movement tasks that must be done by students. The purpose of each stage can be seen in figure 2.

Table 1. The stages and objectives of learning design.

| Stages                                               | Aims                                                                 |
|------------------------------------------------------|----------------------------------------------------------------------|
| Identify the concept of Smart-er model and the Ideas method. | - Knowing the concept of Smart-er, consisting of Systematically, Measured, Agreed, Realistic, Time; Environment, Recorded.  
|                                                      | - Knowing the systematic learning of Physical Education; Introduction, Demonstration, Explanation, Activity, and Summary. |
| Study the steps taken in physical education learning by using the Smart-er model and the Ideas method. | - Understand the stages of learning movement by using the Smart model and the Ideas method. |
|                                                      | - Understand the systematic division of learning by paying attention to the Smart model and the Ideas method. |
| Prepare Smart-er model and Ideas system of learning implementation. | - Persistently accustomed to learning and Ideas Implementation. |
|                                                      | - Know all stages of the Ideas method learning correctly. |

Learning and the Ideas method is carried out in five stages as follows: 1) The preliminary stage, which presents the subject matter to be conducted; 2) Demonstrating how movements must be carried out while students observe and absorb how movement is carried out; 3) Explain how the movement is done carefully; 4) The students make a movement that was previously demonstrated by the teacher, after the process takes place according to the time available and is expected to be able to do the movement correctly; 5) The summary to review the subject matter that has been done And evaluate the success of learning to be followed up.

The evaluation form was decided to be made in the observation form using a Likert scale, since researcher was more interested in observing the development of pre-service teacher student attitudes in teaching physical education and the attitudes of elementary school students in following physical education teaching practice.

Table 2. Evaluation form.

| Evaluation Aspect                                                                 | Very slow | Slow | A little fast | Fast | Very Fast |
|----------------------------------------------------------------------------------|-----------|------|--------------|------|-----------|
| Understand the concept of Smart-er and the Ideas method.                         |           |      |              |      |           |
| Study the steps of learning Physical Education using the Smart-er model and the Ideas method. |           |      |              |      |           |
| Implementation of Smart-er learning model and the Ideas method.                  |           |      |              |      |           |

3.3. Developing

At this stage, students are conditioned to comprehending the implementation of the Ideas method. Students see the explanation of the researcher regarding the steps available in the implementation of the Ideas method. Students look easy to understand this, because this method uses a simple system and can
be tried or demonstrated directly. Thus, students are able to know exactly how the Ideas method functions in Physical Education processes.

3.4. Disseminating
At this stage, students demonstrate their learning outcomes through smart model using the Ideas method. The researcher analyzed the development of the way students taught physical education and analyzed their abilities in leading teaching and learning activities. The results of the development of physical education teaching methods can be seen in Table 3 below.

| Assessment | Condition | Implications |
|------------|-----------|--------------|
| The ability of students to implement the Smart model using the Ideas method is accordance with the teaching material needed. | Students are able to implement the Smart model using the Ideas method. | The problem of practicing the teaching method has been resolved. |
| Teaching and learning quality includes class mastery, teaching style, and evaluation. | Some students still mistakenly implement the Ideas method, especially on the unclear teaching point of their explanation step. Almost all students do not do the explanation step. | It is necessary to teaching Ideas who often Smart-er models with quite a lot of frequency. Explanation step needs to be done especially on the teaching points. |

After reviewing and implementing the Smart model and the Ideas method, students were very enthusiastic and tried to do teaching and learning by implementing this model. Thus, it can be ascertained that integrating the model with the method or making a multi-design in learning can produce good learning outcomes [10-12].

4. Conclusion
Smart-er learning models using the Ideas method with a touch of simple technology has given a positive impact. Students who have never taught are able to learn through the Smart-er model by following the system in line with the Ideas method. The results of the study show that physical education teaching and learning uses the SMART-ER model i.e. Specific, Measurable, Agreed, Realistic, Time, Environment, and Recorded (Smart-er) and the Ideas method improved the students to be able to practice physical education more quickly according to the learning techniques in the Ideas method. Thus, this model is worthy of being used in physical education learning in Elementary Schools.

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