



Outcome Based Education Design in Elementary School Physical Education Lectures

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Abstract

The aim of this research is to develop the concept of the Physical Education Course with the Outcome Based Education concept in the Elementary School Teacher Education Study Program. The Outcome Based Education concept is applied by utilizing technology as a lecture companion. The research method applied is Borg and Gall Design Research and Development. The effectiveness of the results can be explained that the implementation of Outcome Based Education in the Elementary School Physical Education course shows that it has an assessment of 94 which is in the Very Good category. The results of the Outcome-Based Education assessment have the highest score of the test scores carried out, namely in the limited test it gets a score of 66, in the main test it gets a score of 73, and in the operational test it gets a score of 93. The conclusion of the research shows that Elementary School Physical Education lectures can contribute as a rule an outcome-based education-based lecture development model through the application of the case method and team-based project lecture methods within the State University of Medan.

Keywords: *Outcome-Based Education; Physical education; Primary school*

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INTRODUCTION

The curriculum of the Ministry of Education, Culture, Research and Higher Education (Kemdikbudristek) optimizes the implementation of Independent Learning Campus Merdeka (MBKM). The basis for implementing MBKM is the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, 2020). MBKM development which is transformed into the

Indonesian National Qualification Framework Curriculum (KKNI) is a form of preparing students to face social, cultural, world of work, and technological advances that are developing rapidly, student competencies must be prepared to be more relevant to the needs of the times (Tohir, 2020).

The achievement of the MBKM-based curriculum concept is based on the development, implementation and evaluation of a curriculum based on SN-Dikti which is transformed into SKL/CPL as the main reference or basis. Optimal MBKM curriculum development refers to the Outcome Based Education (OBE) approach which also leads to the achievements of study programs that can participate in international accreditation (Junaidi, 2020).

The OBE Paradigm in the Elementary School Teacher Education Study Program (PGSD) has three interacting stages including: (1) Outcome Based Curriculum (OBC) which is packaged in the form of a Semester Learning Plan (RPS), developing teaching materials, as well as developing assessment instruments and evaluation; (2) Outcome Based Learning and Teaching (OBLT) is a process of interaction in learning activities between lecturers, students and learning resources. The OBLT concept refers to the selection of learning methods that will be carried out on students; (3) Outcome Based Assessment and Evaluation (OBAE) is an assessment and evaluation approach carried out on achieving CPL to improve the quality of sustainable learning. The stages of OBAE are determined by the study program for the purposes of national and international accreditation which is very much needed regarding valid documents or data as evidence as stipulated in the Decree of the Dean of the Faculty of Education Number 0110/UN33.1/KEP/2022 concerning the Accreditation Document Improvement Team 9 Criteria for the Elementary School Teacher Education Study Program, Faculty of Education, Medan State University in 2025 (Yusnadi, 2022).

The application of OBE in the PGSD Study Program, Faculty of Education, emphasizes each subject with an RPS achievement indicator that already has a description of CPL and CPMK. The OBE concept is implemented using the case method and team based project which have been established by the Faculty of Education based on mentoring activities number 3460/UN33.1.1/LL/2021 since August 5, 2021 (Nasution, 2021). Then the aspects of developing teaching materials and lecture materials will be applied through the website concept.

The current situation is that at the beginning of lectures in the PGSD Study Program Faculty of Education, it is hoped that all courses will have the concept of developing RPS which

leads to OBE and the concept of lectures that already have the concept of website development as a reference for student learning that is integrated with the Inner Lecture System. Network (SIPDA) so that it becomes a study that needs to be developed namely, theory-based courses have an easier design compared to practice-based courses (Safiudin et al., 2020).

The practice-based course is Elementary School Physical Education (Penjas SD) in the PGSD Study Program which is basically a subject with full physical activity. If in normal situations these lectures are always carried out in the field or not in the classroom, this is based on competence in the course, namely the formation of skills in carrying out physical or physical activities in the elementary school environment, so that each material is practice-based or motion learning. The competency basis for this course then becomes an important note for the actualization of lecture materials transformed into learning with the OBE concept and as an effort to achieve Merdeka Learning-Independence Campus (MBKM) based courses without reducing the substantiation of competencies that must be achieved.

The development of the OBE concept in the Elementary Physical Education Study Program PGSD Study Program is Design Development. This can then be used as a rule model for optimizing the RPS formula for each subject in the Unimed FIP environment and the use of website technology in material is needed, especially in the lecture process as the initial stage of instilling character and training using technology in a sustainable manner. The effectiveness of giving lectures needs to be done as a new transformation, namely towards the modern era. Ali et al 2006 (in Asyhar, 2012).

Based on the above, it can be concluded that the application of the OBE concept along with the development of technological innovation in the teaching process is generally very much needed by educators in improving the quality of education, so that new findings in the field of education are highly expected considering that there has not been much development in technological innovation at this time. The need for technology and its development is needed in improving and achieving the competencies that must be achieved by students. So that by connecting the OBE concept and using technology as a companion for the development of its learning mode, it will be able to achieve Collaborative and Participatory Class Key Performance Indicators (IKU) packaged in IKU 7 through evaluating the use of the case method concept and or team based project.

METHOD

The research design related to the development of the OBE concept in SD Physical Education courses based on the MBKM PGSD Unimed Study Program is to use the research and development (R&D) method. Research or RnD is development research that functions to validate and develop products according to research needs (Sugiyono, 2017).

The research implementation procedure carried out was to use the Borg and Gall concept which describes ten research steps including: Research And Information Collecting, Planning, Develop Preliminary Form A Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, and Dissemination and Implementation. Tests on the development of the OBE concept were carried out during the lecture process, namely through observations, interviews, and filling out instruments.

RESULTS AND DISCUSSION

The development of the OBE concept in the PGSD Elementary School Physical Education course is Design Development. This can then be used as a rule model for optimizing the RPS formula for each subject in the FIP Unimed environment and the use of website technology in material is needed, especially in the lecture process as the initial stage of instilling character and training using technology in a sustainable manner. The research results obtained were the filing of the Semester Lecture Plan (RPS) and the lecture process using the case method or team based project concept, the LMS concept, the course website, and the course textbooks which became the OBE package for Physical Education in Elementary School PGSD Study Program. The assessment used is based on indicators based on the level of product significance, namely:

Table 1. Assessment Category

No	Category	Yield Range
1.	Very good	90 – 100
2.	Well	80 – 89
3.	Enough	70 – 79
4.	Not good	60 – 69
5.	Very Less Good	<60

Product Design for Elementary School Physical Education is then supported by supporting media, namely audio-visual based which plays a role in facilitating students in mastering material concepts and being able to lead to aspects of creation and creation, which in this case is known as the High Order Thinking Skill (HOTS) concept. The course support media which includes a website and has a reference link for the development of the course concept leading to OBE is the development of a design concept that is able to provide a stimulus for an established understanding, especially in Elementary Physical Education.

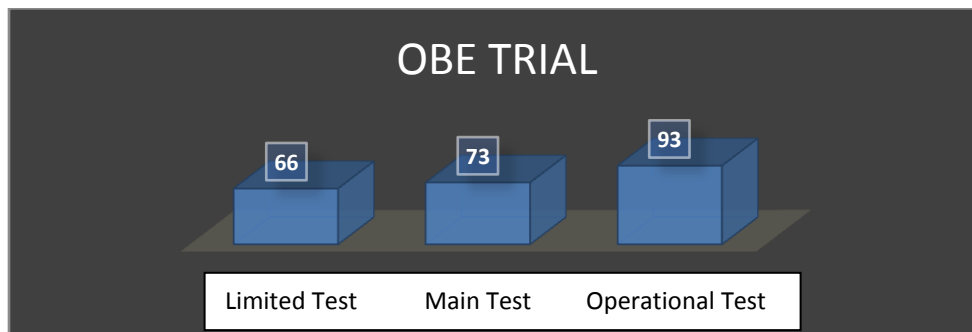


Figure 1. OBE Trial

Based on the OBE Trial Information, it shows that the product has a limited product test assessment carried out in 2 (two) groups with a total of 60 people and obtained an average score of 72, the main product test was carried out with 4 (four) groups with a total of 120 people and obtained the average value is 86, and the operational product test is carried out with 6 (six) groups with a total of 180 people obtaining an average value of 92.

The results of the product assessment analysis obtained information that the OBE concept for Elementary School Physical Education courses has a very good RPS concept and is in accordance with CPL and CPMK Penjas SD, is appropriate and can be implemented in the case method and team based project concepts, the lecture process is very good with the Plan stages , Action, Observation, and Reflection, as well as assessments are carried out objectively and transparently in accordance with the course assessment guidelines, then in the aspect of evaluating effectiveness, the product shows that the content of the material is sufficiently complete according to the Competency Content Learning Outcomes (CPMK) of the course.

The development of research products on the application of OBE to Elementary School Physical Education courses in achieving Graduate Learning Outcomes (CPL) and Subject Learning Outcomes (CPMK) is carried out through the stages of starting preparation and implementation including designing Semester Learning Plans (RPS), textbooks, case assignment

concepts method and team based projects, LMS, and course websites. Then the implementation stage is the implementation of lecture materials that have been prepared and in accordance with the developed lesson plan. The lecture process that is applied is then documented as a form of OBE implementation, case method and team based project assignment archives, publication of textbooks and Unimed FIP LMS links through the developed course website pages. The results of the analysis of the assessment and revision of the product obtained information that the OBE development product for the Elementary Physical Education course was very good with an interesting implementation for users when they were going to carry out lecture activities or study companions from home.

The materials applied in the Elementary School Physical Education course are (1) Basic Concepts of Elementary Physical Education; (2) Basic Movement 1 (locomotor and Non-locomotor); (3) Basic Movement 2 (Manipulative and Non-Manipulative); (4) Stretching for Kids; (5) Combination of Basic Movements through Games; (6) Traditional Sports for Elementary Schools; (7) Folk Games for Elementary Schools; (8) Basic Physical Training for Children; (9) Basic Technique Training for Children; (10) Elementary School Gymnastics; (11) Children's sports activities; (12) Evaluation of Children's Fitness; and (13) Follow-up on the results of the Child Fitness Evaluation. The lecture process is presented in the form of theory and practice, with an emphasis on practice. In general, this lecture material contains an understanding of the concepts of anatomy and physiology of the body and the concept of motor movement, through understanding theoretical elements and practical principles, and is developed in several designs. The theory presented is then developed by students in accordance with the learning outcomes of graduates as a basis for actualizing the application of the values of child development.

The application of lecture material is based on Course Learning Outcomes (CPMK), including being able to develop logical, critical, systematic, and creative thinking through scientific research, creating designs or works of art in the field of science and technology that pays attention to and applies the values of the humanities in the field of school education basis, compiling scientific conceptions and the results of their studies based on scientific principles, procedures and ethics in the form of theses, and publishing articles in scientific journals that are accredited at the national level and get international recognition in the form of scientific presentations or equivalent.

The results of the subsequent analysis are very good products in strengthening the achievement elements of IKU 7, namely collaborative and participatory learning in the form of group discussions and collaboration on elementary school thematic materials, assignments and systematic arrangement of materials and development of learning media that form high order thinking skills. (Hots). The results of the final analysis are in the aspect of assessing effectiveness, the product shows that the content of the material is very complete and in accordance with the Course Competency Content Learning Achievements (CPMK) so that students are able to apply case method based lectures and team based projects.

Outcome Based Education Design is a design for dissemination, dissemination and application, namely the products developed can be implemented and applied to the Faculty of Education (FIP) environment. The trial and revision process is the stage of product improvement so that it is suitable for use during the lecture process in the Elementary School Teacher Education Study Program (PGSD) with the Outcome Based Education (OBE) concept through optimal application to the lecture process with a case method basis and team based project.

CONCLUSION

The development of OBE-based Physical Education course designs for Elementary School Physical Education courses has an element of feasibility in the very good category. The very good category assessment is an embodiment of the preparatory design which includes the concept of very good RPS and in accordance with the CPL and CPMK Penjas SD, appropriate and can be implemented on the concept of the case method and team based project, the lecture process is very good with the stages of Plan, Action, Observation, and Reflection, and the assessment is carried out objectively and transparently in accordance with the course assessment guidelines, then in the aspect of evaluating effectiveness, the product shows that the content of the material is sufficiently complete according to the Competency Content Learning Outcomes (CPMK) of the course. The application of OBE is a strengthening of the achievement elements of IKU 7, namely collaborative and participatory learning in the form of group discussions and collaboration on elementary school thematic materials, assignments and systematic arrangement of materials and development of learning media that form high order thinking skills (Hots). The results of the final analysis are in the aspect of assessing effectiveness, the product shows that the content of the material is very complete and in accordance with the Course Competency Content

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