

Development of Outcome Based Education Concepts in Elementary School Physical Education Courses

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Abstract. The purpose of this study is to develop the concept of Physical Education Courses with the concept of Outcome Based Education in the Elementary School Teacher Education Study Program. The Outcome Based Education concept is applied by using technology as a lecture companion. Research method applied is Research and Development Design Borg and Gall. The results of the study showed that the physical education course Assessment of the limited product test averaged 66 and 67, the main product test obtained an average score of 73, 72, 73, and 74, and the operational product test obtained an average score of 94, 93, 93, 94, 91, and 91. The conclusion of the product trial research shows that the Course Development is in accordance with Outcome Based Education and has conformity with the competence of graduates to become Elementary School Teachers.

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

1 Introduction

The curriculum of the Kementerian Pendidikan Kebudayaan Riset dan Teknologi (Kemendibudristek) optimizes the implementation of the Merdeka Belajar Kampus Merdeka (MBKM). The basis for implementing MBKM is the Regulation of the Kemendibudristek Republik Indonesia Number 3 of 2020 concerning National Higher Education Standards [1]. The development of MBKM which is transformed in the Curriculum of the Indonesian National Qualifications Framework (KKNI) is a form of preparing students to face changes in social, cultural, world of work, and rapidly developing technological advances, student competencies must be prepared to be more responsive to the needs of the times [2].

The achievement of the MBKM-based curriculum concept is based on the development, implementation, and evaluation of the curriculum based on SN-Dikti which is transformed into SKL/CPL as the main reference or basis. The development of an optimal MBKM curriculum refers to the Outcome Based Education (OBE) approach which also leads to the achievement of study programs that can participate in international accreditation [3].

The OBE paradigm in the Elementary School Teacher Education Study Program has three interacting stages including: (1) Outcome Based Curriculum (OBC) which is packaged

in the form of Semester Learning Plans (RPS), development of teaching materials, and developing assessment and evaluation instruments. 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 to be carried out on students; (3) Outcome Based Assessment and Evaluation (OBAE) is an assessment and evaluation approach carried out on the achievement of CPL to improve the quality of continuous learning. The OBAE stages are determined by the study program for the purposes of national and international accreditation which are 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 Revision Team 9 Criteria for Elementary School Teacher Education Study Program Faculty of Education, Universitas Negeri Medan in 2025 [4].

The application of OBE in the Elementary School Physical Education Study Program of the Faculty of Education is emphasized in each subject with indicators of RPS achievement that have an explanation of CPL and CPMK. The OBE concept is applied using the case method and team based project that has been determined by the Faculty of Education based on mentoring activities number 3460/UN33.1.1/LL/2021 since August 5, 2021 [5]. Then in the aspect of developing teaching materials and lecture materials, it will be applied through the website concept.

The situation faced at this time is the beginning of lectures within the Faculty of Education, the Elementary School Physical Education Study Program is expected to have a concept of RPS development that leads to OBE and the concept of lectures that have the concept of developing a website as a student learning reference 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 than practice-based courses [6].

Practice-based courses, in particular Elementary School Physical Education (Penjas SD) in the Elementary School Physical Education Study Program, which are fundamentally courses with full active work. Assuming in typical circumstances, these talks are constantly completed in the field or not in the homeroom, this depends on the ability in the subject, to be specific the arrangement of abilities in doing physical or proactive tasks in the primary school climate, with the goal that every material depends on training or learning movement. The essential capabilities of this course then, at that point, become a significant note that the realization of talk materials is changed into learning with the OBE idea and as a work to accomplish courses in view of Merdeka Belajar Kampus Merdeka (MBKM) without decreasing the substance of the abilities that should be accomplished.

The development of the OBE concept in the Elementary School Physical Education course Elementary School Physical Education Study Program is Design Development. This design can then be used as a rule model for optimizing the RPS formulation for each course in the Universitas Negeri Medan FIP environment and the use of website technology in the material is needed, especially in the lecture process as the initial stage of character building and training in using technology in a sustainable manner. The effectiveness of giving lectures needs to be carried out as a new transformation, namely towards the modern era.

In light of the abovementioned, it tends to be reasoned that the use of the OBE idea alongside the advancement of mechanical development in the showing system is for the most part especially required by teachers in working on the nature of training, so new discoveries in the field of schooling are exceptionally expected thinking about that there are very few mechanical development improvements right now. The requirement for innovation and its

improvement is required in improving and accomplishing the skills that should be accomplished by understudies. So that by interfacing the OBE idea and the utilization of innovation as an ally to the improvement of the learning mode, it will actually want to accomplish the Collaborative and Participatory Class Key Performance Indicators (IKU) which are bundled in 7 through assessment of the utilization of the case technique idea or potentially group based project.

2 Method

The research design related to the development of the OBE concept in the SD Physical Education course based on the MBKM Elementary School Physical Education Universitas Negeri Medan Study Program was using the research and development (R&D) method. Research or RnD is development research that serves to validate and develop products according to research needs [8].

The procedure for carrying out the research carried out is by using 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, dan Dissemination and Implementation*. Testing on the development of the OBE concept was carried out during the lecture process, namely through observations, interviews, and filling out instruments. The instrument uses a rating scale based on the highest score is 4 which is very good and the lowest value is 1 with very poor rating. Assessment categories can be seen based on the level of product significance, namely:

Table 1. Rating Category

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

3 Result

The development of the OBE concept in the Elementary School Physical Education course. The PGSD Study Program is Design Development. This design can then be used as a rule model for optimizing the RPS formulation for each course in the Unimed FIP environment and the use of website technology in the material is needed, especially in the lecture process as the initial stage of character development. and training in the sustainable use of technology. The results of the research obtained are the archiving of Semester Lecture Plans and the lecture process with the concept of case method or team based project, LMS concept, course website, and course textbooks which are part of the OBE package for Physical Education for Elementary Schools for PGSD Study Programs. The development of research products on the implementation of OBE in Elementary School Physical Education courses in achieving Graduate Learning Outcomes (CPL) and Subject Learning Outcomes (CPMK) is carried out through the preparation and implementation stages:

1) Preparation Stage

The preparation stage includes the design of Semester Learning Plans (RPS), textbooks, the concept of case method assignments and team based projects, LMS, and course websites.

2) Implementation Stage

The implementation stage is the implementation of lecture materials that have been prepared and in accordance with the developed RPS. The lecture process that is applied is then documented as a form of OBE implementation, case method and team based project assignment archives, textbook publications and Learning Management System Universitas Negeri Medan Faculty of Education links through the website pages of the developed courses.

Grade School Physical Education eye item configuration is then upheld by supporting media, to be specific general media based which assumes a part in working with understudies in dominating material ideas and having the option to prompt parts of creation and creation which for this situation is known as the High Order Thinking Skill (HOTS) idea. Media that supports courses, which incorporate sites and have connections to reference the improvement obviously ideas that lead to OBE, is the advancement of a plan idea that can give a boost to a deeply grounded grasping, particularly in Elementary Physical Education.

The assessment of the limited product test was carried out in 2 (two) groups with a total of 60 people and obtained an average value of 66 and 67, the main product test was carried out with 4 (four) groups with a total of 120 people and obtained an average score of 73, 72, 73, and 74, and operational product tests were carried out with 6 (six) groups with a total of 180 people obtaining an average score of 94, 93, 93, 94, 91, and 91.

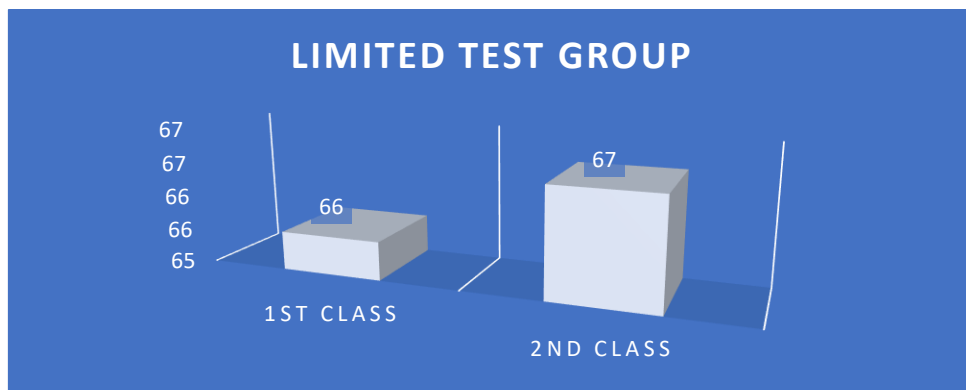


Fig. 1. Limited Test Group

The assessment of the limited product test was carried out in 2 (two) groups with a total of 60 people and obtained an average score of 66 and 67. Information on the implementation of the lectures showed that the implementation was in accordance with the RPS and the predetermined CPM fiber CPL achievements.

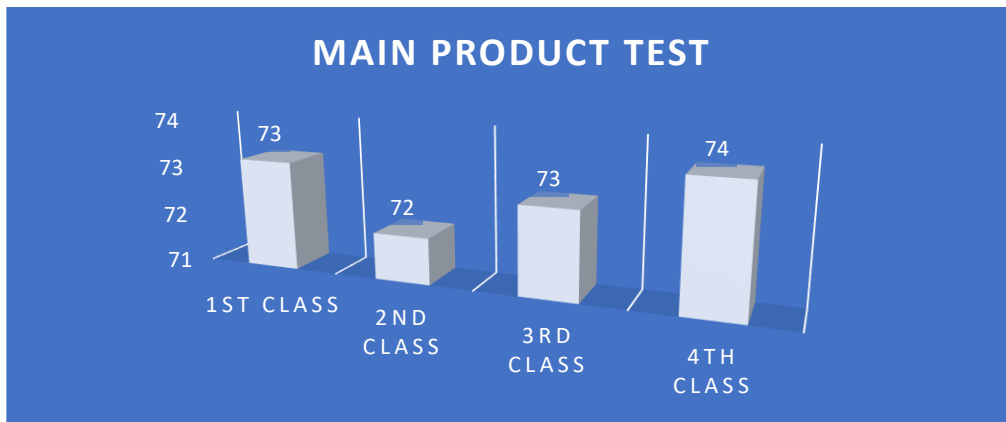


Fig. 2. Main Product Test

The main product test assessment was carried out in 4 (four) groups with a total of 120 people and obtained an average score of 73, 72, 73, and 74. The assessment group for the 4 classes resulted in a statement that the implementation of the lectures had not maximally demonstrated the implementation in accordance with the RPS that had been prepared determined, but in RPS generally have a CPMK that is in accordance with student learning needs.

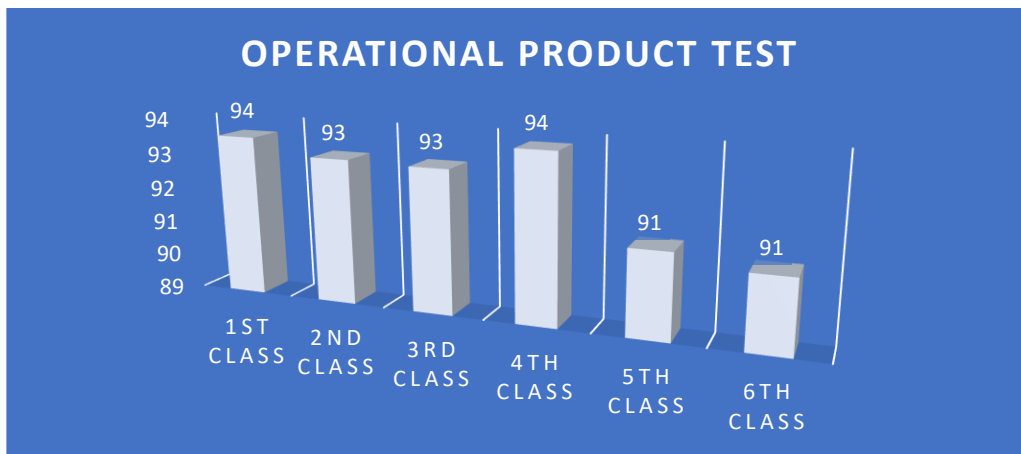


Fig. 3. Operational Product Test

The operational product test assessment was carried out with 6 (six) groups with a total of 180 people obtaining an average score of 94, 93, 93, 94, 91, and 91. The 6-class assessment group resulted in a description of the implementation of the lectures that had shown implementation in accordance with the RPS that had been set. determined, in the RPS generally have a CPMK that is in accordance with the learning needs of students.

4 Discussion

The limited product test assessment was carried out in 2 (two) groups with a total of 60 people and obtained an average score of 66 and 67. Information on the implementation of the lectures showed that the implementation was in accordance with the RPS and the predetermined CPM fiber CPM achievements, but the implementation of the team based project had not achieved. Based on this, it can be conveyed that the achievement of the CPL and CPMK assessments is based on the implementation of lectures with the case method assessment, namely at the 7th meeting, but the implementation of the team based project has not been implemented because it will be carried out at the 10th meeting and will be reviewed after the next meeting. 10, namely on operational product trials. The main product test assessment was carried out in 4 (four) groups with a total of 120 people and obtained an average score of 73, 72, 73, and 74. The assessment group for the 4 classes resulted in a statement that the implementation of lectures had not maximally shown implementation in accordance with the RPS that had been prepared. determined, but in the RPS generally have a CPMK that is in accordance with the student's learning needs. Based on this, it can be conveyed that the achievement in the courses is based on meetings that are still in the early stages so that implementation is not optimal, it is known that the application of the case method and team based project will be carried out at the 7th meeting and will be reviewed after the 7th meeting, namely on main product trial. The operational product test assessment was carried out with 6 (six) groups with a total of 180 people obtaining an average score of 94, 93, 93, 94, 91, and 91. The 6-class assessment group resulted in a description of the implementation of lectures that had shown implementation in accordance with the RPS that had been prepared. determined, the RPS generally has a CPMK that is in accordance with the student's learning needs. Based on this, it can be conveyed that the achievement of the courses is based on the meeting that has entered the optimal stage so that the implementation has been running optimally, it is known that the application of the case method and team based project has been carried out at the 7th and 10th meetings so that the review of OBE achievements has been carried out properly. both in Elementary School Physical Education courses.

The results of the product assessment analysis obtained information that the OBE concept of the Elementary School Physical Education course had a very good RPS concept and was in accordance with the CPL and CPMK of SD Penjas, appropriate and can be implemented in the case method concept and team based project, the lecture process is very good with the Plan stages , Action, Observation, and Reflection, as well as the assessment is carried out objectively and transparently according to the course assessment guidelines, then in the aspect of evaluating the effectiveness of the product, it shows that the content of the material has sufficient completeness in accordance with the Learning Outcomes of Competency Content (CPMK) lectures. Description of the product assessment 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 do lecture activities or as a learning companion from home. The result of the next analysis is that the product is very good in strengthening the elements of KPI 7 achievement, namely collaborative and participatory learning in the form of group discussions and collaboration of elementary school thematic materials, assignments and systematic composition of materials and the development of learning media that form high order thinking skills. (Hot). The results of the last analysis are on the aspect of effectiveness assessment, the product shows that the content of the material is very complete and in accordance with the Learning Outcomes of Competency Content (CPMK) lectures so that students are able to apply case-based lectures and team-based projects.

The OBE achievement indicators in physical education courses are: (1) Clear development of learning outcomes that must be met before the end of the learning process; (2) design of curriculum, learning strategies, and learning opportunities to ensure the fulfillment of learning outcomes; (3) the assessment process is adjusted to the learning outcomes and assessments of each student to ensure that learning outcomes are met; and (4) remediation and enrichment provision. These four indicators are the characteristics of OBE in the courses that are applied based on academic guidelines.

5 Conclusion

The development of the OBE-based Physical Education course design in the Elementary School Physical Education course has an element of feasibility in the very good category. The very good category assessment is the embodiment of the preparatory design which includes the concept of very good RPS and in accordance with the CPL and CPMK of SD Penjas, appropriate and can be implemented on the concept of 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 according to the course assessment guidelines, then in the aspect of evaluating the effectiveness of the product, it shows that the content of the material has sufficient completeness in accordance with the Learning Outcomes of Competency Content (CPMK) lectures. The results of the last analysis are on the aspect of effectiveness assessment, the product shows that the content of the material is very complete and in accordance with the Learning Outcomes of Competency Content (CPMK) lectures so that students are able to apply case-based lectures and team-based projects.

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