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By Muhammad Cepi Arif Mulyana



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The Role of Physical Education Teachers on Students Physical Fitness: A Case Study in Indonesia and Malaysia

Muhammad Cepi Arif Mulyana^{1*}, Maulana Akbar², Asep Angga Permadi³, Nor Fadila Kasim⁴, Muhammad Afiq Ikhmal⁵

^{1,2,3}Physical Education Program, Faculty of Islamic Education And Teacher Training, University Garut. Indonesia

^{4,5}Faculty Of Sports Science And Coaching, Sports Sultan Idris University of Education. Malaysia

*Corresponding Author: Muhammad Cepi, Arif Mulyana, E-mail:

cepiarifuniga30@gmail.com

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Abstract

Study purpose. The purpose of this article was to find out the role of physical education teachers in Indonesia and Malaysia where the role is regulated in the curriculum that has been compiled by the government.

Materials and Methods. The method used in this study was a literature review study, the theoretical sources of which were obtained through analysis of the research literature that was used as a reference in the preparation of the article. This reference-based study did not involve fieldwork or direct interaction with respondents, but the data needed was obtained from various sources such as books, journals, and articles that were relevant to the theme and purpose of the article. The data was then analyzed to obtain results in the writing of the article in the form of reviewed information and accurate data.

Results. The role of physical education teachers is very important in improving students' physical fitness between the role of teachers in Indonesia and Malaysia. The role of physical education teachers is responsible for guide, teaching, and providing motivation or encouragement to students to be active in physical activities or activities, which ultimately provide something that has a positive impact on the health and physical fitness of students.

Conclusions. Indonesia uses the Independent Curriculum while Malaysia uses the Sekolah Standard Rendah Curriculum while the learning approach is the same, the ultimate goal is to encourage students to lead active lifestyles and support their physical and mental health.

Keywords: Teacher's role, physical education, curriculum

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Introduction

A teacher is a substitute for both parents when at school, teachers have a very important task in educating, building, and shaping the character of students. The importance of the figure of the teacher can be seen reflected in the time when Japan lost in the era of World War II, where when all was over, the Japanese leader, Emperor Hirohito, made an announcement which it contained the collection of how many teachers they had and were still left. This is proof that the role of teachers is very important for the progress of the state and nation. However, the success of a teacher in itself has several processes that are not very easy and many have not answered it enough. Physical Education is an educational process that involves interaction between students and the environment managed through regular physical activity, to shape the individual as a whole. Introducing sports at an early age through a good approach, especially when students are in primary school, is a very important step so that maximum achievement can be achieved. Introducing movement from an early age, especially during the school period, will form a pattern of movement that is useful to physically prepare children for various sports that students are interested in (Iyakrus, 2019). Sport physical education is one of the long-term future savings in improving the quality of human resources so that it is carried out persistently and sincerely (Hadi et al., 2023) As part of the education curriculum, sport physical education is an integral part of the education curriculum.

The role of the Physical Education teacher is not only to help students develop their motor skills but also to practice important life values, such as discipline, cooperation, self-confidence, and a sense of responsibility to answer questions that are common to every level, especially for school levels based on Physical Education, making something that is the basis for the formation of student abilities that have not been mastered. Structured and purposeful physical activities in the Physical Education program help students understand the importance of rules and etiquette in playing sports, as well as improve interpersonal skills needed in interacting with others. In addition to helping develop character, Physical Education also plays a role in improving students' physical health. Through regular physical activity, students can improve their cardiovascular endurance, muscle strength, flexibility, and balance. This is important in reducing the risk of chronic diseases and improving overall quality of life. A deeper understanding of Physical Education and a positive impact on student development, cannot be separated from the role of a teacher to become a guide who supports the achievement of goals in the Physical Education learning process. This is in line with the objectives of physical education contained in (Permendiknas no. 22, 2006) the purpose of physical education is to develop, manage, improve, and understand the maintenance of physical fitness, basic movement skills, and attitudes.

The teacher is the central figure who is the key to the possibility of success or failure of learning achievement in schools. The role and function of the teacher is not only teaching, educating, or training, but the teacher must also be able to read the situation and conditions in the classroom when students are receiving learning. According to (Hamid, 2017) Teachers are professional educators whose duties include assessing, educating, directing, guiding, training, evaluating, and as evaluators who can evaluate students. The role of teachers in the field of Physical Education and Health has an important meaning in developing and improving students' physical fitness levels. In the realm of education, physical education teachers have a central role in guiding and teaching students about the importance of maintaining a healthy body through sports and physical activity. By engaging students in various physical activities and exercises, physical education teachers help improve physical endurance, and heart and lung health, and shape a healthy lifestyle from an early age. Physical education teachers are also responsible for developing a curriculum that suits the needs of the students, providing instruction on proper sports techniques, and ensuring safety in every physical activity. In

addition, they play a role in inspiring students to actively participate in sports activities, creating an environment that supports physical and mental development, and helping students recognize their potential talents and interests in sports. With physical education teachers being proactive in educating students about the importance of maintaining physical fitness, this can have a positive impact on creating a healthy and energetic generation and help reduce the risk of many diseases associated with passive lifestyles. Thus, the role of physical education teachers in supporting physical fitness has a significant impact on improving students' quality of life and learning achievement. As stated by Arifin (2017) physical education teachers have a very important main task, especially in improving and managing their human resources in such a way that through physical education learning can produce physical fitness and health results.

The role of the teacher in general is to make it a process to achieve learning goals the teacher is the source and supporter of the learning process, where it is the teacher's job to deliver the material well and interestingly. Teachers are expected to be mentors and role models for their students, starting from attitudes, ethics, behavior, or positive values in everyday life. Not only someone who can manage an active and conducive class but also the teacher has the ability as someone who is able to evaluate the learning process or the end of learning which aims to make the teacher have a complete design for the future process so that the learning material can be delivered properly and with quality. A teacher can be said to be someone who is versatile in any situation. Teachers must have a very important role, especially regarding students, students must be full of encouragement and have limited abilities, so that teachers can act as facilitators and motivators for students when experiencing difficulties. This is the same as what was stated by (Arifin, 2017) the teacher becomes a source, a role model, someone who is able to evaluate and the teacher can provide encouragement and motivation to students.

The role of education teachers in schools is influenced by the objectives of the curriculum which are arranged in such a way that fully adapts to the stages of learning. Where the curriculum assigns teachers to teach and guide students as stated in the curriculum itself. Likewise, physical education teachers have an important role in schools where everything is regulated by the curriculum.

Materials and Methods

Research participants.

Theoretical sources were obtained through analysis of the research literature that was referred to in the preparation of the article. This reference-based study did not involve fieldwork or direct interaction with respondents, but the data needed were obtained from various sources such as books, journals, and articles relevant to the theme and purpose of the article. The data was then analyzed to obtain the results in writing this article.

Study organization.

The method applied in this research was a literature study, the Literature Study method involved more than just reading and recording library materials, it involved a series of actions related to the process of collecting data from various sources, including books, journals, and other references.

Statistical analysis.

These data were required to be read, recorded, and processed using appropriate methods. To collect information, researchers collected data and information related to the role of physical education teachers in physical fitness through data sources such as books, journals, and various relevant online media (Nur & Khamidi, 2022).

Results

Below is a table of the results of a review of several articles on the differences and similarities between the Independent Curriculum in Indonesia and the Equivalent Low School Curriculum in Malaysia.

Table 1. Differences and similarities between the Indonesian and Malaysian curricula

No	Similarities	No	Differences
1	Both had the same role, namely the existence of active learning where every student in the physical education learning process should have been actively involved in it.	1	Both had a different focus, where the role of teachers in Indonesia had the freedom to design physical education learning according to the needs of students, while in Malaysia the role of physical education teachers was more focused on the learning standards that must be achieved by students at each stage of development.
2	Both had something in common, namely holistic development, in which there were several aspects such as cognitive, psychomotor, and affective.	2	The role of the physical education teacher in Indonesia was to encourage a variety of methods that were collaborative, engaging, and student-centered, whereas the role of the physical education teacher in Malaysia was to follow the plan set out in the curriculum.
3	There was an upgrade from the previous curriculum to adapt to the 21st century.		
4	Adjustment of learning required by students based on their skills and interests.		
5	In both the standalone curriculum and KSSR, consideration was given to contemporary technology to support the learning process.		

Discussion

The role of physical education teachers brings important goals, namely for health, but not only that, a physical education teacher must be equipped with classroom management to manage subject matter. The phrases according to (Akbar, 2021) Mastering materials, Managing teaching and learning programs, Managing classes, Using media or learning resources, Mastering educational foundations, Managing teaching and learning interactions, Assessing learning achievement, Knowing the functions and services of counseling guidance, Knowing and organizing school administration.

Physical education teachers are someone who cannot be replaced in their position of developing students' physical fitness. With the provision of such planned activities, it is possible to create an atmosphere that encourages students to participate in active activities in the classroom. The role of physical education teachers in schools, especially in elementary schools, can be seen from the curriculum used as a guideline to support the learning process at school. Therefore, the role of physical education teachers is very important, physical education teachers must provide all the material in the physical education curriculum, which includes subjects of big ball games, small ball games, athletics, martial arts, gymnastics, rhythmic movement, swimming, and physical fitness (Hendrayana et al., 2020). The curriculum itself is a series of learning activities that will later be transferred to students by educational institutions (Kamiludin & Suryaman, 2017).

A comprehensive curriculum of both the objectives, content, and learning materials used in a learning process to achieve the objectives of the material that has been taught is one of the key components that make an important contribution related to the objectives of education (Silviyani et al., 2023). This is a support for the professionalism of prospective teachers who will adapt the series to the students to deliver the material that has been assembled like the display for students to learn.

The curriculum has material changes that aim for education to adapt according to its era. The curriculum is a plan or plan used to achieve the goals of education (Elisa, 2013). This becomes absolute where the curriculum with education cannot be separated from one another, one of which is very important because its impact can affect student development (Yulianti et al., 2022). The curriculum in Indonesia has undergone many changes from 1947 to the present and created an independent curriculum. In simple terms, curriculum independence is a curriculum that contains intracurricular, co-curricular, and extracurricular learning principles that focus on students by being optimally adjusted to deepen concepts and strengthen student competencies (Cholilah et al., 2023). The independence curriculum is one of the curriculum breakthroughs that have the purpose of overcoming the decline in learning levels during the pandemic, providing independence⁹ to teachers and principals to design and develop curriculum by taking into account the needs and potential of students (Rahm⁶ayanti & Hartoyo, 2022). The context of this independent curriculum frees schools and teachers to design their own according to the characteristics of their students, where education is oriented towards daily activities by prioritizing critical thinking, character, collaboration, and skills. The specific goal of this curriculum is to create students who are³⁴ ready to face change, can adapt to circumstances, and have more holistic competencies. The implementation of the Independent Curriculum prioritizes learning that provides comfort, active involvement, independence, character building, meaningfulness, and freedom and teachers also have the freedom to choose learning materials tailored to the needs and interests of students (Inayati, 2022).

Likewise, in neighboring or allied countries with Indonesia, namely Malaysia, the curriculum aims to improve learning ranging from content, pedagogy, and assessment (Hajmi & Jamaludin, 2022). This is in line with the Malaysian Ministry of Education that students are expected to have leadership qualities, and thinking skills, be bilingual, practise religious and ethical values, be knowledgeable, and have a national identity (Malaysian Ministry of Education, 2016).

Malaysia itself has a specialized curriculum for each level. Namely the Low School Standard Curriculum (KSSR), this revolutionary curriculum is an improvement of the existing primary school curriculum, and the purpose of this change is to ensure that students can have skills, good values, and knowledge so that all of these things are sufficient to support students to face the 21st century (Zunaida Zakaria et al, 2015). This curriculum is specifically designed by the Malaysian Ministry of Education for primary schools to implement the basic

fundamental values that are needed to achieve the learning objectives in primary schools. Likewise, this curriculum is a complement to the previous curriculum because, namely the Kurikulum Berstandar Sekolah Rendah (KBSR), curriculum only focuses on 3M namely Counting, Reading, and Writing when compared to KSSR which carries 4M by complementing the ability to make decisions based on thinking. The Lower School Standard Curriculum was introduced to overhaul and refine the pre-existing curriculum, namely the Integrated Lower School Curriculum with the aim that students acquire the knowledge, skills, and values appropriate to face current and future demands in the 21st century (Ali et al., 2014). In this KSSR, teachers in the first year must successfully become someone who is more critical, creative, and innovative, changes ranging from learning allocation to classroom management, a teacher must be ready because teachers are the drivers of curriculum success (Guat et al., 2015).

Conclusions

The role of physical education teachers is very important in improving students' physical fitness between the role of teachers in Indonesia and in Malaysia. The role of physical education teachers is responsible for guide, teaching, and providing motivation or encouragement for students to be active in physical activities or activities, which ultimately provide something that has a positive impact on the health and physical fitness of students. Although Indonesia uses the Independent Curriculum, Malaysia uses the Low Standard School Curriculum, and also in the learning approach, the main goal is almost the same which expects that students can have an active lifestyle and support the health of the physical and mental health of the students themselves.

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Conflict of interest

No conflicts of interest to declare.

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Information about the authors:

Muhammad Cepi Arif Mulyana: cepiarifuniga@gmail.com, Department Physical Education Program, Faculty Islamic and Teacher Training, Universitas Garut, Indonesia

Maulana Akbar: maulanaakbar0462@gmail.com, Department Physical Education Program, Faculty Islamic and Teacher Training, Universitas Garut, Indonesia

Dr. Asep Angga Permadi., M.Pd: angga15@uniga.ac.id, Department Physical Education Program, Faculty Islamic and Teacher Training, Universitas Garut, Indonesia

Dr. Nor Fadila Kasim: norfadila@fsskj.upsi.edu.my, Faculty of Sport and Coaching, Universiti Pendidikan Sultan Idris. Malaysia

Muhammad Afiq Ikhmal: afiq.mppuspsi2223@gmail.com, Faculty of Sport and Coaching, Universiti Pendidikan Sultan Idris. Malaysia

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