



Implementing Physical Education via UNNES Lantip

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Keywords

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Abstract

The UNNES Lantip Program is one of the implementations of the *Merdeka Belajar Kampus Merdeka* (MBKM) initiative, aimed at providing teaching experience for university students while supporting schools in the learning process. This study aims to describe the implementation of Physical Education, Sports, and Health learning through the 2nd Batch of the UNNES Lantip Program at SDN Wonosari 03 Semarang. The study employed a qualitative descriptive method, utilizing observation, documentation, and direct teaching practice at the school as data collection techniques. The program was conducted from July 12 to September 30, 2022, at SDN Wonosari 03 Semarang. The activities included school observation, supervised teaching practice, independent teaching practice, preparation of instructional materials and lesson plans, and learning evaluation. The results indicate that the program successfully enhanced the teaching experience of university students, assisted teachers in the implementation of PE learning, and increased student participation through the use of diverse instructional media and teaching methods. Supporting factors included the guidance provided by mentor teachers, the availability of school facilities, and the cooperation of students. Meanwhile, the challenges encountered involved classroom management, the limited teaching experience of student participants, and communication that was not yet fully optimal.

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INTRODUCTION

The Merdeka Belajar Kampus Merdeka (MBKM) Program is a higher education policy developed to enhance students' competencies through learning experiences beyond the classroom. One of the implementations of this program is teaching assistance activities in educational institutions (Kementerian Pendidikan dan Kebudayaan., 2020). This program provides opportunities for university students to gain practical experience in the learning process, classroom management, and the development of pedagogical and professional competencies as prospective educators (Firdausi & Christanti, 2024). As an experiential learning initiative, teaching assistance also bridges the gap between theoretical knowledge acquired at universities and its practical implementation in real classroom contexts.

In the context of Physical Education, Sports, and Health (PE), has shifted from emphasizing motor skill acquisition alone toward fostering students' holistic development, including physical literacy, critical thinking, collaboration, creativity, and character building through meaningful movement experiences (Wiguno, L. T. H., 2025). Recent literature highlights that PE learning should facilitate active participation, reflective thinking, problem-solving, and lifelong healthy lifestyles that align with the Student Profile of Pancasila (Kementerian Pendidikan dan Kebudayaan., 2020). Consequently, prospective PE teachers must possess competencies that extend beyond teaching physical activities to include designing student-centered learning experiences that encourage higher-order thinking skills.

Semarang State University (UNNES) implements the second cohort of the UNNES Lantip Program as part of its MBKM initiative. The program enables university students to engage directly in elementary school teaching practices under the supervision of mentor teachers. Rather than functioning merely as a field experience program, the Lantip Program serves as a platform for prospective teachers to integrate pedagogical theories, curriculum implementation, classroom management, and reflective teaching practices in authentic educational settings.

Physical Education, Sports, and Health (PE) learning in elementary schools requires active, student-centered, and enjoyable learning strategies to maximize student participation and learning outcomes. Recent studies emphasize that effective PE instruction should encourage students to actively engage in movement, collaboration, and critical thinking through meaningful physical activities and game-based learning experiences. Therefore, teachers are expected to select learning models, teaching methods, and instructional media that are appropriate to the developmental characteristics of elementary school students and capable of creating an engaging learning environment (Hidayat, C., 2023)

Active learning models such as Problem-Based Learning have been shown to increase student engagement in PE learning. (Rahmadi, Hardinata, R., 2023) Student centered instructional models, particularly Problem-Based Learning (PBL) and inquiry-oriented learning, are widely recognized for fostering critical thinking, collaboration, communication, and problem-solving skills through meaningful physical activities. Recent studies have demonstrated that PBL enhances students' engagement, collaboration, motivation, and learning outcomes by encouraging learners to solve authentic problems through cooperative learning and reflective discussions (Endrawan & Aliriad, 2023). These instructional approaches are closely aligned with the principles of Kurikulum Merdeka, which emphasizes active, student-centered, differentiated, and competency-based learning (Fatmawati et al., 2024)

previous studies have examined Problem-Based Learning and MBKM programs separately, research on teaching assistance in Physical Education remains limited. Few studies have explored how prospective PE teachers implement Problem-Based Learning while ensuring student safety, managing outdoor learning environments, and promoting critical thinking during movement-based activities. These unique responsibilities make teaching assistance in PE more complex than in conventional classroom settings.

The success of student teaching practice indicates the necessity of investigating teaching assistance in PE from a comprehensive pedagogical perspective rather than merely describing internship implementation. Understanding how prospective teachers integrate Problem-Based Learning and the Scientific Approach while addressing the distinctive instructional and safety challenges of elementary Physical Education will contribute to the development of

evidence-based teaching practices and strengthen the implementation of MBKM within the context of Kurikulum Merdeka.

this study aims to describe and evaluate the implementation of Physical Education learning through the second cohort of the UNNES Lantip Program at SDN Wonosari 03 Semarang. Specifically, the study examines how innovative learning approaches were implemented during teaching assistance, identifies supporting and inhibiting factors encountered during the learning process, and discusses their implications for strengthening the pedagogical competencies of prospective PE teachers in elementary schools.

METHODS

This study employed a descriptive qualitative approach. The qualitative approach was used to systematically describe the implementation of the UNNES Lantip Program Batch 2 in Physical Education, Sports, and Health PE learning at the elementary school level. According to (Sugiyono, 2019) qualitative research is a research method used to examine objects in their natural settings, with the researcher acting as the primary instrument in obtaining in-depth data. A descriptive approach was chosen because this study aimed to describe the actual implementation process of the student teaching practicum program in the field. The retrospective perspective was adopted because the empirical data were collected during the implementation of the UNNES Lantip Program in 2022 and were subsequently reanalyzed to evaluate the pedagogical implementation and learning processes comprehensively.

The study was conducted at SDN Wonosari 03 Semarang, located in Ngaliyan District, Semarang City. The research was carried out during the implementation of the UNNES Lantip Program Batch 2, from July 12 to September 30, 2022. This school was purposively selected because it served as the placement site for the teaching assistance program, allowing the researcher to directly observe and participate in PE learning activities.

The research subjects consisted of students participating in the UNNES Lantip Program Batch 2, the PE supervising teacher, and the students of SDN Wonosari 03 Semarang. The object of the study focused on the implementation of PE learning during guided teaching practice and independent teaching practice. The observed learning activities included fundamental locomotor, non-locomotor, and manipulative movement skills, as well as volleyball and rounders games.

Data were collected using four complementary techniques: observation, interviews, documentation, and direct teaching practice. Observation was conducted to obtain information regarding school conditions, student characteristics, learning facilities, and the implementation process of PE learning. According to (Arikunto, 2013) observation is a data collection technique carried out through direct observation of research objects to obtain data that reflect actual conditions. Semi structured interviews were conducted with the supervising PE teacher to obtain professional feedback regarding the implementation of teaching assistance, the effectiveness of instructional strategies, classroom management, students' participation, and challenges encountered during the teaching practicum. These interviews served to validate the researcher's field observations and reflective teaching notes by incorporating the mentor teacher's professional perspective.

Documentation techniques were used to collect data in the form of learning materials, activity schedules, photographs of activities, assessment sheets, and reports on the implementation of the UNNES Lantip Program. Documentation was also used to strengthen the findings obtained through observation during the research process. In addition, teaching practice was carried out directly by the student teachers in the form of guided teaching practice, independent teaching practice, and teaching practicum examinations, which served as the primary sources of research data.

The research instruments consisted of classroom observation sheets, Lesson Plans (RPP), assessment sheets for students' attitudes, knowledge, and skills, as well as documentation of learning activities. During the learning process, assessment was conducted through attitude observation, knowledge tests, and performance-based evaluations of students' skills.

Data were analyzed using the interactive analysis model proposed (Matthew B. Miles., 2014), consisting of data condensation, data display, and conclusion drawing/verification. Data condensation involved selecting, organizing, simplifying, and categorizing information obtained from observations, interviews, documentation, and reflective teaching records. The organized data were subsequently presented through descriptive narratives to illustrate the implementation of PE learning during the teaching assistance program. Finally, conclusions were drawn through continuous comparison across multiple data sources to identify consistent patterns and generate comprehensive interpretations regarding the implementation of the program.

Data reduction was carried out by selecting and simplifying the data obtained during teaching practice activities. Data display was presented in the form of descriptive narratives regarding the implementation of PE learning. Subsequently, conclusions were drawn based on the observation and documentation data collected throughout the study.

To enhance the trustworthiness of the findings, this study employed source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from the student teacher, the supervising PE teacher, and classroom observations. Methodological triangulation involved cross-verifying findings derived from observations, semi-structured interviews, documentation, and reflective teaching records. This triangulation process strengthened the credibility of the findings by ensuring that the researcher's interpretations were consistently supported by documentary evidence and the mentor teacher's professional evaluations (Moleong, 2018).

RESULTS AND DISCUSSION

The implementation of the UNNES Lantip Program Batch 2 at SDN Wonosari 03 Semarang was carried out through several stages, including school observation, preparation of learning materials, guided teaching practice, independent teaching practice, and learning evaluation. This program provided students with direct experience in conducting Physical Education, Sports, and Health (PE) learning activities at the elementary school level.

Implementation of Observation and Learning Preparation

The initial stage of the program involved observing the school environment and the learning process. The observation aimed to identify school conditions, student characteristics, learning facilities, and the learning culture of students at SDN Wonosari 03 Semarang. Through this activity, student teachers gained an understanding of appropriate teaching strategies to be implemented for elementary school students. In addition to observation, the student teachers prepared learning materials, including Lesson Plans, teaching materials, assessment instruments, and learning media. These learning materials were designed according to the characteristics of elementary school students to ensure that the learning process would be more effective and engaging. According to (Majid, 2014) instructional planning is an essential process in determining the success of learning because it serves as a guideline for teachers in carrying out teaching and learning activities systematically. Therefore, the preparation of learning materials became an important component of the student teaching practicum.

Implementation of Guided Teaching Practice

Guided teaching practice was conducted under the supervision of a mentor teacher during the PE learning process. During this activity, student teachers taught several PE topics according to the grade level. One of the learning activities involved teaching volleyball to fifth-grade students. During the lesson, the student teacher explained the history of volleyball, introduced the basic underhand serve technique, and demonstrated the movement to the students. The learning activities were conducted using a scientific approach through the stages of observing, questioning, reasoning, experimenting, and communicating. Students were given opportunities to observe the underhand serve movement, discuss it with their peers, and practice the demonstrated techniques. The implementation of the lesson showed that students became more active and enthusiastic when learning was conducted through direct demonstrations and movement practice. According to (Suyono & Hariyanto, 2015) active learning provides students

with opportunities to participate directly in the learning process, thereby improving their understanding and learning motivation. In addition, student teachers also taught fundamental locomotor, non-locomotor, and manipulative movement skills through simple games. The use of demonstration and game-based methods proved effective in helping students understand the learning materials more easily because elementary school students generally enjoy playing and engaging in physical activities.

Implementation of Independent Teaching Practice

Independent teaching practice was conducted after student teachers were considered capable of managing the learning process independently without full supervision from the mentor teacher. One independent teaching activity was carried out in Grade 3 with the topic of non-locomotor movements, specifically bending and pulling movements. The lesson was implemented using the Problem-Based Learning (PBL) model. During the learning process, students were asked to observe movements demonstrated by the teacher, ask questions, discuss with their groups, and practice bending and pulling movements in pairs. The Problem-Based Learning model was able to increase student engagement because learners were encouraged to actively seek solutions and understand movements through direct experience. This finding is consistent with (Trianto, 2014) who stated that Problem-Based Learning can improve critical thinking skills, cooperation, and student participation in learning activities. During independent teaching practice in Grade 4, student teachers taught rounders, including throwing, hitting, and running skills. The learning process was carried out using the stages of the scientific approach and direct practical activities on the field. Students appeared more active when learning activities involved games and direct practice compared to lecture-based methods. PE learning that emphasizes physical activity and games can enhance students' interest in learning because it aligns with the developmental characteristics of elementary school children. According to (Husdarta, 2011) PE learning should provide enjoyable movement experiences so that students can develop optimally both physically and socially.

Learning Assessment

Learning assessment was conducted through the evaluation of students' attitudes, knowledge, and skills. The assessment instruments consisted of attitude observation sheets, knowledge tests, and performance-based skill assessments. In the skills aspect, students were evaluated based on their ability to perform movements according to the learning materials. Skills assessment was conducted directly while students practiced fundamental movements and sports activities. According to (Kunandar, 2015) authentic assessment in PE learning is important because it can comprehensively measure students' actual abilities in terms of attitudes, knowledge, and skills.

Supporting and Inhibiting Factors

The implementation of the UNNES Lantip Program at SDN Wonosari 03 Semarang was supported by several factors, including guidance from mentor teachers, the availability of learning facilities, and students' enthusiasm for participating in PE learning activities. Mentor teachers provided direction and evaluation to student teachers, helping them improve their teaching competencies. In addition to these supporting factors, several challenges were encountered during the implementation of the program, such as difficulties in managing noisy students, limited teaching experience among student teachers, and less-than-optimal communication. These challenges became valuable learning experiences for student teachers in improving their pedagogical competence and classroom management skills. According to (Mulyasa, 2013) classroom management skills are among the essential competencies that teachers must possess to ensure that the learning process runs effectively and in a conducive environment.

Overall, the descriptive findings, classroom observations, documentation, reflective teaching records, and feedback from the supervising teacher indicate that the implementation of the UNNES Lantip Program Batch 2 successfully strengthened the pedagogical competencies of prospective PE teachers. The integration of the Scientific Approach and Problem-Based Learning (PBL) encouraged active student participation, collaborative learning, and critical thinking while

simultaneously improving movement skills through authentic learning experiences. Nevertheless, the findings also revealed that teaching assistance in Physical Education requires prospective teachers to balance pedagogical effectiveness with classroom and field management, student safety, and movement-based instruction. These findings reinforce the distinctive complexity of PE teaching assistance within the implementation of the Merdeka Curriculum.

CONCLUSION

Based on the descriptive narratives, classroom observations, documentation, reflective teaching records, and feedback from the supervising teacher, the implementation of the UNNES Lantip Program Batch 2 at SDN Wonosari 03 Semarang provided meaningful professional learning experiences for prospective Physical Education, Sports, and Health (PE) teachers. The findings demonstrate that the implementation of the Scientific Approach and Problem-Based Learning (PBL) successfully promoted active student participation, collaborative learning, critical thinking, and meaningful movement experiences during elementary Physical Education instruction.

The study further indicates that the effectiveness of teaching assistance was supported by mentor teacher guidance, adequate school facilities, and positive student engagement. However, challenges related to classroom management, outdoor learning supervision, student safety, and the limited teaching experience of prospective teachers remained significant throughout the implementation. These findings suggest that teaching assistance in PE requires a combination of pedagogical competence, effective classroom and field management, and the ability to integrate movement-based learning with student-centered instructional approaches.

Overall, this study provides empirical evidence that the UNNES Lantip Program contributes to strengthening prospective PE teachers' pedagogical competencies while supporting the implementation of the Merdeka Curriculum through authentic teaching experiences. Furthermore, the findings extend previous studies on MBKM by demonstrating that evaluating teaching assistance in Physical Education requires consideration of both instructional effectiveness and the unique safety and pedagogical demands of movement-based learning.

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