Teachers’ Planning and Preparation for Lesson Plan in the Implementation of Form 4 Physical Education Curriculum for the Physical Fitness Strand

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ABSTRACT

This article is related to the study of lesson planning prepared by secondary school Physical Education teachers in the Gombak district. Findings of the study show that Physical Education teachers have prepared lesson plans at satisfactory level (M = 4.13; SD = 0.79). All elements within the lesson planning components achieved high mean scores. The elements include topic of lesson (M = 4.50; SD = .65); sub topics (M = 4.28; SD = .81); lesson objectives (M = 4.36; SD = .69); preparation of teaching materials (M = 4.08; SD = .88); reflection (M = 4.37; SD = .70); and teaching activities (M = 4.00; SD = .82). It was also found that teaching activities planned by teachers consisted of set induction, warming up, demonstration by teacher and students, class exercises, group exercises, simple games, stretching or recovery, questioning or discussion, assessment and tasking. On the whole, the aspects of planning and preparation among Physical Education teachers towards lesson planning components were more inclined toward the element of teaching topics.

Keywords: Lesson Planning and Preparation, Physical Education

INTRODUCTION

Physical Education (PE) has long been a sub part of curriculum implemented at school level (Langford & Carter, 2003). In Malaysia, the curriculum of PE was implemented in secondary schools since the implementation of the Secondary School Integrated Curriculum (SSIC) in 1989. The contents of SSIC were planned and organized based on the syllabus and description of the physical education syllabus (Curriculum Development Centre, 1999, 2001).

According to the syllabus and description of physical education syllabus, the contents of PE in secondary schools were systematically organized to be learned by students from Form 1 until Form 5. For the PE curriculum contents designed for Form 4 students, a number of topics must be revealed to students. The topics are related with the physical fitness strand that includes cardiovascular endurance, muscular endurance and muscular strength. PE teachers who teach Form 4 students must properly implement the physical fitness strand so that the determined objectives are achieved.

Problem Statement

In implementing the Form 4 PE curriculum for the physical fitness strand, PE teachers must execute the teaching and learning process according to the determined learning areas such as the components of cardiovascular endurance, muscular endurance and muscular strength. To ensure that the teaching and learning process can be implemented appropriately, PE teachers must make proper lesson planning beforehand.

However, based on a supervision report from the Curriculum Development Centre (2007) about the implementation of PE in several schools in Kelantan and Sabah, it was found that some PE teachers did not accord with the daily planning and existing curriculum as well as did not write proper daily lesson plans. Apart from that, some PE