



Self-Check Teaching Style for Physical Education Teachers: A Literature Review

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Abstract

Physical Education learning is sometimes perceived monotonous by students, especially when they only carry out movements according to the command of Physical Education teacher. The majority of students are also surfeited with Physical Education learning focusing on ball games activities, such as soccer, volleyball, and basketball, especially for female students or those who have insufficient physical and sport skills. The innovation in Physical Education learning teaching styles is essential. The self-check teaching style in Physical Education learning has advantages, but it has not been widely applied by Physical Education teachers. This study was aimed at analyzing and reviewing the self-check teaching style. Therefore, the review method was chosen using a synthetic matrix analysis technique. Twelve national and international journals were selected from Google Scholar, Science Direct, and Research Gate websites based on self-check teaching style keywords. The results of the review found that the Self-Check teaching style had a positive effect and various benefits when it was applied by Physical Education teachers in the learning process. It recommends that further research, with a literature review model focusing on self-check teaching styles, to choose previous research focusing on certain subjects (1 subject) or a specif-

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INTRODUCTION

Physical Education learning in schools is arranged to develop self-potential, including changes in physical, mental, moral, social, aesthetic, emotional, intellectual, and health aspects. Physical Education is a physical activity learning for developing movement, knowledge, health, and sportsmanship behavior aspects (Sinulingga, et al., 2020). In addition to these aspects, Physical Education is also able to increase the growth and development of student psychomotor, cognitive, and affective domains (Syahrudin & Suyuti, 2016; Aris, 2016; Karo, et al., 2020). The sustainability and quality of Physical Education learning in schools could be influenced by the teacher ability to deliver learning materials. The teaching style of Physical Education teachers is also able to motivate students to be more active in participating in learning (Junaidi, J., & Yudiana, Y., 2016).

The teaching style of Physical Education teachers tends to be monotonous and does not provide criteria for achieving good playing techniques for players (Putra, 2018). The success of the training process is also influenced by the player discipline (Rahmad, 2019). It shows that the success in the training or learning process can be obtained from the teaching style carried out (Saptono, 2013).

The implementation of Physical Education learning can be guided by the teaching style principles, agreed regulations, environmental conditions, and equipment supports. These four components are interrelated, but the key lies in the teacher teaching style (Pratiwindyo, 2020). Teaching styles can be divided into direct and indirect teaching styles (Mosston & Asworth, 1994). Direct teaching style focuses on the active role of the teacher divided into command method, practice method, reciprocal method, self-examination method, and inclusion method. Meanwhile, indirect learning styles include guided discovery method, convergent method, exploration method, and divergent production method. The focus of the review was the self-check method in Physical Education learning. The study was carried

out due to the minimal experience of Physical Education teachers in implementing the Self-check teaching style, thus the results of the review were expected to be a guide for Physical Education teachers to apply the self-check learning style.

Self-check learning style is a learning style that requires the students to assess themselves according to predetermined improvement criteria, so that students can learn to objectively assess their appearance in accepting limitations or making new decisions after learning. In Physical Education learning, Self-check teaching style provides sportsmanship, responsibility, and honesty values to students in assessing their movement skills. Several studies reported that Self-check teaching style could provide changes in movement skill improvements, such as changes in shooting techniques in volleyball (Akbar, 2019; Harahap, 2020; Putra, 2018; Rahmad, 2019). In addition, Self-check teaching style is also able to provide intervention on the student psychological conditions in participating in the learning process (Papaioannou, *et al.*, 2012; Pitsi, *et al.*, 2015).

Research using literature review models is essential because there have been a number of field studies that have proven an intervention or an experiment of a technique, training programs, or Physical Education teaching styles in schools. For that reason, research using this model could collect various research study to emphasize the important findings and compile them into one representable conclusion. A lot of studies on Self-check teaching style interventions had been carried out. It is necessary to conduct a review study to find important findings of these previous studies. In addition, the results of this review study can be used as a role model for Physical Education teachers who apply the Self-check teaching style.

METHOD

This study used a Literature Review to explain the variables and complete the analysis of Self-check Teaching Style for Physical Education Teachers as a comprehensive study and

interpretation of the literature on the particular topic (Aveyard, 2014). The research reviewed results of previous research, including descriptive research, experiment research, development research, and or literature study. The review method was chosen to find solutions to problems in the Self-check Teaching Style for Physical Education teachers from the previous research results.

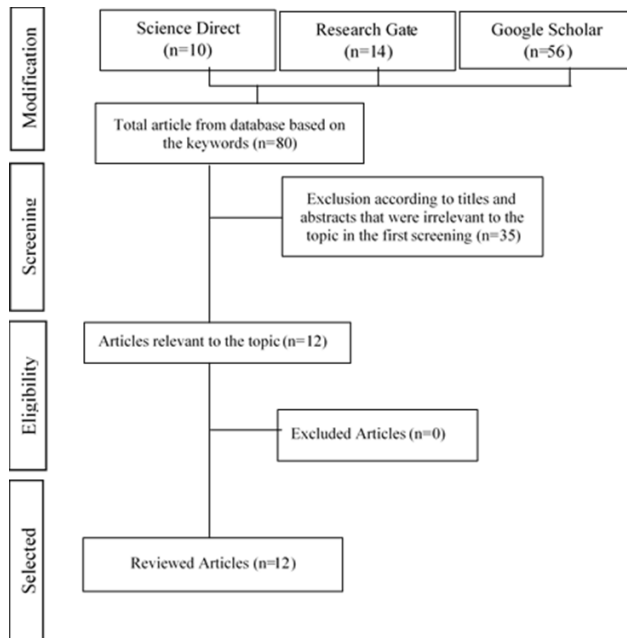


Figure 1. PRISMA Flow Diagram

The research question was “How is the Self-check Teaching Style for Physical Education Teachers?”. The study began with determining the inclusion and exclusion criteria. The inclusion criteria : 1) Literature written in Indonesian or English Language, 2) Literature included journals in the last 10 years, 3) Open access journals, 4) The main topic of the journals discussing the Self-check Teaching Style for Physical Education Teachers. The exclusion criteria : 1) Conference papers, and 2) report.

Literature search was conducted through the free search in electronic databases. The electronic databases for this research literature search consisted of Google Scholar, Research Gate, and Sciencedirect to identify the relevant research. The keywords used were “gaya mengajar self-check” and “self-check

teaching style” . The literature search process was reported in a journal analysis technique using a synthesis matrix by creating a table consisting of a column of reference sources to the findings.

RESULT & DISCUSSION

The review process was carried out on the selected scientific articles based on the keywords *gaya mengajar*, teaching style, and self-check. There were 6 national journals and 6 international journals that had been reviewed based on reference sources, sample types, research methods, interventions, to the findings.

The results of the review in the table 1 show that the Self-check teaching style has a lot of influence on Physical Education learning. The effect can be interpreted from changes in sport technical skills and increased physical performance. The effect was obtained because learning was centered on students who assessed themselves objectively with predetermined standards. Therefore, they were motivated to improve their sport movements or even they accepted their limitations and made new decisions after learning. Volleyball game performance skills, using the Self-check training style, significantly improved (Akbar, Farizal, dan Ilham, 2019). The soccer shooting learning outcomes, using the Self-check teaching style, were better than the Guided Discovery style when self-confidence was high (Harahap, Amir, dan Rahma, 2020).

The Self-check teaching style can be the basis for developing teaching styles in Physical Education, Sports, and Health learning (Kolovelonis and Marios, 2012). The Self-check teaching style has a good effect efficacy on improving sport performance (Kolovelonis, Marios, dan Vassilios, 2015). The Self-check teaching style provides an increase in mastery orientation, goal, intrinsic motivation, and metacognitive process aspects (Papaioannou, *et al.*, 2012). The Self-check teaching style provides an improvement in the technical skills in tennis learning compared to the Command teaching style (Patmanoglou, *et al.*, 2008). The Self-

Table 1. Journal Review

Sources	Samples	Age Groups	Research Methods	Interventions	Findings
Akhbar, Farizal, and Ilham (2019)	30 students with low volleyball game performance skills.	College Students	Experimental Method with one group pretest-posttest design	Training Using Self-check Style	Volleyball game performance skill, using Self-check training style, improved significantly proven by the mean improvement in the pre-test and post-test
Harahap, Amir, and Rahma (2020)	Junior High School Students	Early Adolescents	Experimental Method with 2 x 2 factorial design	Teaching Using Self-check and Guided Discovery Style combined with Self-confidence	There was a difference in football shooting learning outcomes from the teaching style intervention. Guided discovery style was better than the Self check style when the self-confidence was low. Self check was better than Guided discovery style when the self-confidence was high.
Kolovelonis and Marios (2012)	48 elementary school students	Children	Experimental Method with repeated measure analysis design	Reciprocal, Self-check, and the combination of reciprocal and Self-check styles. Test instrument used chest pass test	Students at the basic level had sufficient accuracy technique skill. There was no significant difference in the 3 intervention groups. Reciprocal teaching style and Self-check teaching style can be the basis for developing teaching styles in Physical Education, Sports, and Health learning.
Kolovelonis, Marios, and Vassilios (2015)	64 5 th and 6 th Grade Students	Children	Experimental Method with pretest post-test with control group design	Reciprocal, Self-check, combination of reciprocal and Self-check styles, and control group	Reciprocal and Self-check styles had a good effect efficacy on sport performance improvement, thus the development of teaching style regulation for elementary school students is needed.
Papaioannou, et al., (2012)	269 6 th Grade Students	Children	Experimental Method with pretest-posttest design	Practice and Self-check styles	The Self-check teaching style provided an increase in mastery orientation, goal, intrinsic motivation, and meta-cognitive process aspects. However, it had not reached the target in mastering sport performance.

Table 1. Journal Review (continue)

Sources	Samples	Age Groups	Research Methods	Interventions	Findings
Patmanoglou, <i>et al.</i> , (2008)	307 (160 males, 147 females) 5 th and 6 th Grade Students	Children	Experimental Method with pretest-posttest design	Command and Self-check teaching styles in Tennis learning	Self-check teaching style provided an improvement on the technical skills in tennis learning compared to the command teaching style.
Pitsi, <i>et al</i> (2015)	70 (31 males, and 39 females) college students aged 19-20 years	College Students	Experimental Method with variable comparison design	Practice Self-check and Command teaching styles	The Self-check teaching style was able to provide a significant effect on the intrinsic motivation, personal satisfaction, and self-needs compared to Reciprocal and Command teaching styles. The influence was mainly perceived by male students, while female students gained more influence from Reciprocal teaching style.
Pratiwindyo (2020)	-	-	Literature	-	The learning principles should pay attention to teaching styles, regulation rules, adequate equipment, and environmental support.
Putra (2018)	75 samples aged 13-15 years	Early Adolescents	Experimental Method with Pre-test and Post-test Design	Self-check and convergent teaching styles.	Both Self-check and Convergent teaching styles had a significant effect on dribbling skills. The Self-check teaching style was more effective in improving dribbling skills than the Convergent teaching style
Rahmad (2019)	44 samples aged 12 years	Children	Quasi-experimental design with two-way analysis	Self-check, Convergent, and Discipline training method	There were differences in the effect of Self-check and Convergent training styles on soccer game performance skills. There were differences in high and low discipline training styles. There was a relationship between training style and level of discipline. The combination of Self-check and high-discipline training style was better than the Convergent training style on soccer game performance skills.
Saptono (2013)	40 samples	College Students	Experimental Method using pre-test and post-test analysis	Reciprocal and Self-check Teaching Style	There were influences and effect differences between Reciprocal and Self-check teaching styles on increasing the basic volleyball technical skill mastery.
Theodosiou, <i>et al</i> (2016)	52 5 th and 6 th Grade Students	Children	Experimental Methods	Reciprocal and Self-check Teaching Styles	Reciprocal and Self-check teaching styles had a positive influence on students, including on the interest, enjoyment, and enthusiasm in Physical Education learning.

check teaching style is able to give a significant effect on intrinsic motivation, personal satisfaction, and self-need changes compared to Reciprocal and Command teaching styles (Pitsi, *et al.*, 2015). The learning principles must pay attention to teaching styles, regulation rules, equipment adequacy, and environmental supports (Pratiwindyo, 2020).

The Self-check teaching style is more effective in improving dribbling skills than the Convergent teaching style (Putra, 2018). The combination of Self-check training style and high-discipline is better than the Convergent training style on soccer playing skills (Rahmad, 2019). There are effects and effect differences between Reciprocal and Self-check teaching styles on increasing the basic volleyball technical skill mastery (Saptono, 2013). Reciprocal and Self-check teaching styles have a positive influence on the student interest, enjoyment, and enthusiasm in Physical Education learning (Theodosiou, *et al.*, 2016).

There are a number of previous studies on Self-check teaching styles for Physical Education teachers. Physical Education teachers can use the Self-check teaching style in the learning process. The Self-check teaching style is the development of suitable teaching styles in Physical Education, Sport, and Health learning. The Self-check teaching style in Physical Education, based on the results of the review, have been applied in volleyball, soccer shooting, and sport performance learning (Harahap, Amir, and Rahma, 2020; Kolovelonis, Marios, and Vassilios, 2015). This is probably because the use of the Self-check teaching style, with a high confidence, is suitable to be applied to Physical Education learning.

In addition, the Self-check teaching style could influence the changes in intrinsic motivation, personal satisfaction, self-needs, and the increase in orientation mastery, goals, intrinsic motivation, metacognitive processes, interest, enjoyment, and enthusiasm in Physical Education learning (Pitsi, *et al.*, 2015). There are many benefits gained from the use of the Self-check teaching style. Therefore, the teach-

er can apply the Self-check teaching style in Physical Education learning.

CONCLUSION

Based on the literature review, it concludes that the Self-check teaching style could have a positive influence on the changes in intrinsic motivation, personal satisfaction, and self-need and the increase of mastery orientation, goals, intrinsic motivation, metacognitive processes, interest, enjoyment, and enthusiasm in learning Physical Education. It is suggested that further research, with a literature review model focusing on Self-check teaching style, to choose previous research focusing on certain subjects (one subject) or even narrowed to one teaching material in a subject. The focus of the previous research could provide solutions to learning problems that have not been studied by sorting out the results of previous research based on the publication year or the selected samples. The results of this study can be a guide for teachers to apply the Self-check teaching style.

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