Дата першого надходження статті: 14 серпня 2025 р.
Дата прийняття до друку статті після рецензування: 16 листопада 2025 р.

DOI: https://doi.org/10.31891/2308-4081/2025-15(2)-2

PhD in Physical Activity and Sports Sciences and Techniques, **MAAMRI BILLAL**
Institute of Physical Education and Sports, University of Mohamed Boudiaf, Oran, Algeria
Email: bilalmaamri476@gmail.com
ORCID: https://orcid.org/0009-0000-4840-8281

PhD in Physical Activity and Sports Sciences and Techniques, **HAMMOUDI ALAEDDINE**
Institute of Physical Education and Sports, University of Mohamed Boudiaf, Oran, Algeria
Email: hammoudialeddine66@gmail.com
ORCID: https://orcid.org/009-0005-3678-186X

PhD in Physical Activity and Sports Sciences and Techniques, **BELGOUCHI RABAH**
Laboratory of Cognitive Dimensions and Applied Conceptions in Sports Training Sciences, Algeria
Email: rabah.belgouchi@lagh-univ.dz
ORCID: https://orcid.org/0009-0009-9043-1341

THE ROLE OF FIELD TRAINING IN THE DEVELOPMENT OF STUDENT TRAINEES' COMPETENCY FOR PHYSICAL EDUCATION LESSONS PLANNING: EXPERIENCE OF ALGERIA

ABSTRACT

This study examined the effect of field training on the development of planning competency among student trainees in physical education. The research was motivated by the recognition that professional preparation requires the integration of theoretical knowledge with practical experience. A randomly selected sample of 75 students, drawn from a population of 161 enrolled in a teacher education program in Algeria, participated in the study. The descriptive method was applied as the most appropriate approach, and data were collected through a structured and validated questionnaire designed to measure planning skills, lesson design, and instructional strategies.

Findings indicated that field training significantly enhanced planning competency, particularly in lesson organization, time management, and the selection of teaching methods. The results also emphasized the importance of linking coursework with practice and highlighted the role of supervision by mentors and cooperating teachers in improving the quality of trainees' planning and reflective practices.

The study recommends strengthening field training programs and aligning them more closely with the objectives of physical education teacher education curricula. It further suggests emphasizing continuous evaluation, constructive feedback, and effective pedagogical guidance to ensure the acquisition of sustainable competencies transferable to professional practice. The findings confirm that field training constitutes an essential

component in preparing qualified physical education teachers capable of meeting the demands of the profession.

Future research should include comparisons across different specializations, academic levels, or teacher training institutions at both national and international levels. Such studies would contribute to the development of teacher education programs and the design of more effective strategies in physical education and sports, thereby enhancing the quality of academic and professional preparation of student teachers and responding to the requirements of modern schooling.

Keywords: *field training, planning competency, physical education, student trainees, teacher preparation, Algeria.*

РОЛЬ ПОЛЬОВОГО НАВЧАННЯ У РОЗВИТКУ КОМПЕТЕНТНОСТІ СТУДЕНТІВ-ПРАКТИКАНТІВ З ПЛАНУВАННЯ УРОКІВ ФІЗИЧНОГО ВИХОВАННЯ: ДОСВІД АЛЖИРУ

АНОТАЦІЯ

У статті досліджено роль польового навчання у формуванні й розвитку компетентності з планування уроків фізичного виховання серед студентів-практикантів в Алжирі. Мотивом дослідження стало усвідомлення того, що професійна підготовка вимагає інтеграції теоретичних знань із практичним досвідом. До вибірки увійшли 75 студентів, відібраних випадковим чином із загальної сукупності 161 учасника програми підготовки вчителів. У роботі застосовано описовий метод, а збір даних здійснювався за допомогою структурованої та валідованої анкети, спрямованої на оцінку планувальних умінь, розробки уроків та використання методів навчання.

Результати показали, що педагогічна практика суттєво підвищила планувальну компетентність, зокрема в організації уроків, управлінні часом та виборі педагогічних методів. Також було підкреслено важливість поєднання теоретичного навчання з практикою та роль наставництва викладачів і вчителів-кураторів у вдосконаленні якості планування й рефлексивної діяльності студентів-практикантів в Алжирі.

У результаті дослідження сформульовано рекомендації щодо посилення програм педагогічної практики та узгодження їх із завданнями навчальних планів підготовки вчителів фізичного виховання. Крім того, обґрунтовано важливість безперервного оцінювання, конструктивного зворотного зв'язку та ефективного педагогічного супроводу для забезпечення набуття стійких компетентностей, які можна застосувати у професійній діяльності. Отримані результати підтверджують, що педагогічна практика є ключовим елементом підготовки кваліфікованих учителів фізичного виховання, здатних відповідати вимогам професії.

Майбутні дослідження повинні включати порівняння різних спеціалізацій, академічних рівнів або закладів підготовки вчителів як на національному, так і на міжнародному рівнях. Такі дослідження сприятимуть розробці програм підготовки вчителів та більш ефективних стратегій у фізичному вихованні та спорті, тим самим підвищуючи якість академічної та професійної підготовки студентів-вчителів та відповідаючи вимогам сучасної шкільної освіти.

Ключові слова: *педагогічна практика, планувальна компетентність, фізичне виховання, студенти-практиканти, підготовка вчителів, Алжир.*

INTRODUCTION

Preparing teachers to meet professional demands and keep pace with the requirements of the modern era is a matter of continuous concern within educational systems. In light of the high status of physical education within the educational system, many researchers have emphasized the importance of preparing physical education teachers pedagogically, socially, and technically, to make them effective in carrying out the teaching process and developing a personality capable of interacting in various social situations to achieve the goals of physical education and sports (Fernández, 1997). This preparation requires providing necessary experiences and opportunities through programs built on scientific foundations with clear educational objectives. Therefore, it is essential for institutes and higher schools that train physical education teachers to place great importance on field training and ensure that students apply teaching skills accurately.

The role of the supervising teacher in schools goes beyond merely overseeing the ethical aspects of the field training. Rather, they must act as facilitators of the student's professional development and integration into the field. The feedback, discussions, and interventions provided by the supervising teacher during the internship period are critical components in ensuring the student's comprehensive development (De Oliveira Maciel et al., 2022).

Planning a physical education lesson is a structured process aimed at selecting the best possible solutions to achieve the desired objectives, given the available material resources and human elements (Stănescu, 2013).The physical education teacher plays a leadership role in this process by designing, directing, and organizing instructional situations to be applied in order to achieve the targeted outcomes. Therefore, the teacher must possess qualities that enable them to fulfill their mission effectively, which stems from their training, experience, and pedagogical attributes – factors that significantly influence their planning competence (Dimyati et al., 2018).

Instructional planning ties together the context, learning goals, learning activities, classroom management, and assessment within the adopted model for each unit. It is considered a key teaching skill that allows the teacher to efficiently organize themselves, the students, the available resources, and the facilities, while also guiding students toward clearly defined learning goals with minimal time, effort, and resources. Additionally, planning gives the teacher more confidence when standing in front of the class, allowing them to review the content in advance and appear well-prepared and organized (Sahib et al., 2021).

AIM OF THE STUDY

This study aims to examine the effect of field training on the development of planning competency among student trainees in physical education lessons. The research is grounded in the theoretical assumption that teacher preparation cannot be achieved through theoretical knowledge alone but requires the integration of academic learning with practical experience in real educational settings. This perspective is supported by modern educational theories, which emphasize that teaching competence – particularly planning skills – develops through the interaction between acquired academic knowledge and its application under guided pedagogical supervision. Accordingly, the study seeks to highlight the role of field training as a fundamental component in the preparation of physical education teachers by strengthening their ability to design and organize lessons, select appropriate teaching strategies, and enhance their professional readiness and pedagogical qualifications to perform their future teaching duties effectively.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Many education experts affirm that the most important skill in teaching is decision-making, namely the planning phase – the time when the largest number of decisions is made (O'sullivan & Tsangaridou, 1992). Consequently, planning can be considered a fundamental component in ensuring effective teaching (Güneş et al., 2022).

Research findings regarding physical education lesson planning have shown that practical experience significantly contributes to improving planning ability (Derri et al., 2014).The study by (Farhang et al., 2023) revealed that university students initially do not realize the importance of preparing detailed lesson plans as expected of them, but they come to appreciate this importance after several years of practical experience. Some studies have also indicated that planning enhances teaching quality and influences both teacher and student behavior.

Well-organized lessons and the appropriate selection of games and exercises for body conditioning are closely linked to the teacher's level of preparation and training in physical education. Furthermore, knowledge of space, the effects of exercises on various parts of the body, energy consumption, proper breathing, and load control are all key indicators in the teacher's work to ensure healthy and balanced development of learners, especially in early childhood (Elmazi & Koci, 2015) .

Field training has received significant attention from researchers across various disciplines, with many studies conducted on the subject. However, few studies at the local level have addressed the specific skills that physical education students should acquire – particularly those investigating student teachers' opinions on the role of practicum programs in developing teaching skills (Feu et al., 2019).

This study aims to clarify the effectiveness and contributions of practical training in educational institutions carried out by student teachers, whether in higher schools of physical education or institutes. It focuses on the role of this training in developing students' planning competence in teaching physical education (Bailey, 2006), and the extent to which they incorporate essential lesson components. The study also analyzes students' perspectives on this matter in detail.

Research Design:

This study adopted the descriptive approach, as it was deemed the most appropriate method for analyzing the phenomenon under investigation and for reaching general and comprehensive conclusions regarding the planning competencies of student trainees in physical education.

Research Population:

The research population consisted of all third-year undergraduate students (N = 161) enrolled at the Institute of Physical Education and Sports, Amar Telidji University, Laghouat, Algeria

Study Sample:

A random sample of 95 students was selected from the research population. The sample included students majoring in Educational Sports Activities and Sports Activities for Children and Adolescents under the LMD system. An exploratory sample of 20 students was excluded to validate the research instrument, leaving 75 participants in the final study sample.

Data Collection Tool: A structured questionnaire was developed and validated to assess the level of planning competency among student trainees. The questionnaire included items measuring lesson design, organization, teaching strategies, and time management.

Procedures and Data Analysis: The questionnaire was distributed to the selected sample under the supervision of the researchers. The collected data were coded, organized, and statistically analyzed using appropriate descriptive statistics to identify the impact of field training on the development of planning competency.

Table 1

Description of the Study Sample

Sample	Number	Percentage
Males	151	93.79 %
Females	10	6.21 %
Total	161	100 %

Study Tool : A questionnaire was distributed to third-year undergraduate students, consisting of 30 statements. We used a three-point Likert scale for responses, with the options: Always = 3 points; Sometimes = 2 points; Rarely = 1 point.

Table 2

Dimensions of the Questionnaire and Corresponding Statement Numbers

Dimension	Description	Statement Numbers
First	The impact of field training on the development of planning skills	1, 2, 3, 4, 5, 6, 7, 8, 9, 11
Second	The role of the supervising teacher in helping the trainee develop planning skills	12, 13, 14, 15, 16, 17, 18, 19, 20
Third	How lesson management is affected by planning skills based on the available work environment	21, 22, 23, 24, 25, 26, 27, 28, 29, 30

Pilot Study: To ensure the reliability and validity of the instrument used in this study, a pilot study was conducted on a sample of 20 third-year LMD undergraduate students from the Institute of Physical Education and Sports.

Study Domains:

• Human Domain: Third-year undergraduate students from the Institute of Physical Education and Sports in Laghouat.

• Time Domain: From December 4, 2024, to July 10, 2025.

• Place Domain: Institute of Physical Education and Sports.

Validity and Reliability: Face Validity (Apparent Validity): The questionnaire was presented to a panel of experts to assess the appropriateness of the items. Based on their feedback, some statements were revised, and additional items were added. The questionnaire was finalized to include 30 items.

Construct Validity (Hypothetical Construct Validity): This type of validity includes various methods. In this study, internal consistency was used, which involves examining the degree to which each item correlates with the total score of the questionnaire. This method helps estimate the construct validity by calculating the correlation coefficient between the score of each individual item and the overall questionnaire score.

Table 3

Correlation Coefficient of Each Item with the Total Score

Item No.	Correlation Coefficient	Significance Level	Item No.	Correlation Coefficient	Significance Level	Item No.	Correlation Coefficient	Significance Level
01	7.39	0.05	12	7.78	0.05	21	6.51	0.05
02	6.97	0.05	13	7.69	0.05	22	7.73	0.05
03	7.69	0.05	14	6.24	0.05	23	8.65	0.05
04	8.80	0.05	15	4.10	0.05	24	7.57	0.05
05	6.95	0.05	16	6.77	0.05	25	7.24	0.05
06	5.80	0.05	17	5.72	0.05	26	8.66	0.05
07	9.40	0.05	18	6.47	0.05	27	7.37	0.05
08	6.95	0.05	19	7.69	0.05	28	8.60	0.05
09	6.24	0.05	20	2.80	0.05	29	6.41	0.05
10	5.35	0.05	–	–	–	30	5.73	0.05
11	6.40	0.05	–	–	–	–	–	–

Source: Researcher's work using SPSS statistical software.

It is evident from the table that the correlation coefficient for each item in the questionnaire is significantly correlated with the total score of the instrument, with all correlations showing statistical significance at the 0.05 level.

Table 4

Correlation Coefficient of Each Dimension with the Total Score

Dimension	Correlation Coefficient	Significance Level
Dimension 1: The impact of the field training module on developing lesson planning skills	0.835	0.05
Dimension 2: The role of the supervising teacher in helping the trainee develop planning skills	0.818	0.05
Dimension 3: Managing the session through the use of planning skills based on available teaching aids	0.687	0.05

Source: Researcher's work using SPSS statistical software.

Reliability: In this study, we adopted the test-retest method to assess the reliability of the research instrument. This method involves re-administering the questionnaire to the same individuals from the pilot sample under similar conditions. The Pearson correlation coefficient was then calculated between the results of the first and second applications. This coefficient reflects the consistency of the tool over time and is referred to as the stability coefficient.

The questionnaire was distributed to a sample of 20 third-year students, and after approximately two weeks, the same test was reapplied to the same group. The Pearson correlation coefficient was computed for each dimension, and the results are presented in the following table:

Table 5

Results of the Pilot Study – Test-Retest Reliability

Dimension	Pearson Reliability Coefficient (*r*)
Dimension 1: The impact of field training on developing lesson planning skills	*r* = 0.9373
Dimension 2: The role of the supervising teacher in developing planning skills	*r* = 0.8965
Dimension 3: Managing the session through planning and use of available resources	*r* = 0.9076

Source: Prepared by the researcher using SPSS.

The obtained correlation coefficients indicate a high degree of reliability for all three dimensions, with values exceeding 0.89. This confirms that the instrument is consistent and stable over time, thereby supporting its suitability for use in the main study.

RESULTS

The results of this research serve as a response to several questions about the extent to which the field training module helps student teachers develop planning skills, as well as the role played by the supervising teacher's expertise in following up with students at training institutions. It also explores how student teachers apply lesson planning skills within the available context, through direct field exposure and interaction with pupils.

All of these questions will be addressed in this study, whose results are also expected to contribute to improving the quality of physical education teacher training, thereby positively impacting physical education classes and their role in promoting public health. Hence, this study clearly demonstrates its value through its various dimensions by contributing to the development of strategies for the planning process – strategies that directly influence the teaching and learning environment.

Presentation of Results for the First Dimension:

Table 6

Results of Aggregated Frequencies and Chi-Square (χ^2) Values

Response	Frequencies	Percentage (%)	χ^2 Calculated	χ^2 Tabulated	df	Mean	Standard Deviation	Significance Level
Always	273	41.36	19.14	9.35	1	2.24	4.78	0.05
Sometimes	276	41.83						
Rarely	111	16.81						
Total	660	100						

Source: Prepared by the researcher using SPSS.

Based on the table shown above, it is clear that the percentage of responses with "Always" was 41.36 %, while the percentage of "Sometimes" responses was 41.83 %, which is a rate close to the former. The "Rarely" response came last with 16.81 %. After analyzing the table and comparing these percentages with the corresponding cumulative frequencies, we calculated the Chi-square (χ^2) value, which was found to be 19.46, while

the critical Chi-square value at the 0.05 significance level was 9.35. Since the calculated Chi-square value is greater than the critical value, this indicates that the practical field training scale has a significant impact on developing lesson planning competence among student trainees.

Presentation of the Results of the Second Dimension:

Table 7

Results of Aggregated Frequencies and Chi-Square (χ^2) Values

Response	Frequencies	Percentage (%)	χ^2 Calculated	χ^2 Tabulated	df	Mean	Standard Deviation	Significance Level
Always	235	47.22	15.80	9.35	1	2.35	4.48	0.05
Sometimes	219	40.56						
Rarely	68	12.22						
Total	522	100						

Source: Prepared by the researcher using SPSS.

Based on the table shown above, the percentage of responses with "Always" was 41.36 %, while the percentage of "Sometimes" responses was 41.83 %, which is a rate close to the former. The "Rarely" response came last with 16.81 %. After analyzing the table and comparing these percentages with the corresponding cumulative frequencies, we calculated the Chi-square (χ^2) value, which was found to be 19.46, while the critical Chi-square value at the 0.05 significance level was 9.35. Since the calculated Chi-square value is greater than the critical value, this indicates that the practical field training scale has a significant impact on developing lesson planning competence among student trainees.

Presentation of the results of the Third Dimension:

Table 8

Results of Aggregated Frequencies and Chi-Square (χ^2) Values

Response	Frequencies	Percentage (%)	χ^2 Calculated	χ^2 Tabulated	df	Mean	Standard Deviation	Significance Level
Always	289	48.24	27.40	9.35	1	2.33	4.47	0.05
Sometimes	224	37.27						
Rarely	87	14.49						
Total	600	100						

Source: Prepared by the researcher using SPSS.

Based on the table shown above, it is evident that the percentage of responses with "Always" was 48.24 %, while the percentage of "Sometimes" was 37.27 %, which is close to the former. The "Rarely" response accounted for 14.49 %. After analyzing the table and comparing these percentages with the corresponding cumulative frequencies, we calculated the Chi-square (χ^2) value, which was estimated at 19.46, while the critical Chi-square value at the 0.05 significance level was 9.35. Since the calculated Chi-square value is greater than the critical value, this indicates that the work environment may contribute to helping the student trainee manage the lesson by utilizing their lesson planning skills.

To verify the first hypothesis stating that field training in the applied training module has an impact on developing lesson planning competence among trainee students, we refer to the results shown in Table 6. These results indicate the presence of a statistically significant relationship, as the calculated Chi-square value (χ^2) reached 19.14, which is higher than the tabulated Chi-square value of 9.35 at a significance level of 0.05, confirming the validity of this hypothesis.

These findings are consistent with the study by Sahib et al., (2021) that field training is a fundamental factor in enabling trainee students to apply all teaching skills during the preparation period and to implement theoretical foundations covered at the university. It plays a crucial role in developing planning competence among future teachers, as they become accustomed to designing, guiding, and organizing educational situations with the goal of achieving desired learning outcomes. To succeed in this, the trainee must possess qualities that enable them to carry out their duties effectively – qualities shaped by their training, experience, and educational traits. These results also align with the findings of Güneş (Güneş et al., 2022).

The second hypothesis states that the supervising teacher helps the trainee student develop planning skills through the experience provided during field training. According to the results shown in Table 7, there is a statistically significant relationship, with the calculated Chi-square value (χ^2) reaching 15.80, which is again higher than the tabulated value of 9.35 at a 0.05 level of significance, confirming the validity of this hypothesis. These findings align with the studies by Mitrevski et al. (2017) and Almeida et al. (2020). Field training plays a crucial role in shaping the student into a future physical education teacher, as it provides a real pedagogical experience and allows the trainee to practice teaching within the school environment. Having a school-based supervising teacher who is understanding, welcoming, and equipped with the traits of an effective educator is essential for ensuring the trainee gains a rich and beneficial experience.

The third hypothesis states that the working environment can help the trainee student manage the lesson by applying planning skills. According to the results presented in Table (08), there is a statistically significant relationship, with the calculated Chi-square value (χ^2) reaching 27.40, which is higher than the tabulated value of 9.35 at the 0.05 significance level, thus confirming this hypothesis.

These findings are consistent with the studies of Mitrevski et al. (2017), Almeida et al. (2020), and Gunes et al. (2022). They show that managing a physical education session is a critical skill for the trainee, relying on their developed planning mindset and the availability of appropriate conditions for lesson implementation – such as suitable practice space, educational materials, and safety measures.

Once these factors are ensured, the trainee teacher can plan the lesson effectively to meet the desired goals and manage the session smoothly. This reflects their ability to translate theoretical knowledge and academic training into real-life application during their practical experience at the institute.

The results obtained, as shown in Tables 6, 7 and 8, clearly indicate that the field training module plays a major role in developing lesson planning skills among student trainees. These findings are consistent with the studies by Dimyati et al. (2018) and Derri et al. (2014). Additionally, the supervising teacher plays a crucial role in guiding the trainees by sharing their experience and helping develop their planning competencies. Moreover, the students demonstrated the ability to effectively manage the lesson through prior planning. Therefore, it can be concluded that field training in educational institutions

can significantly support student trainees in acquiring the skill of planning physical education lessons.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In analyzing the results of this study, we found that the outcomes obtained indicate that field training is one of the most important means of developing in trainee students the essential qualities required for teacher preparation and enhancing their teaching skills, such as execution, evaluation, and especially the skill of lesson planning for physical education and sports classes, as well as preparing them to become future teachers. There is a proportional relationship between students who undertake field training during their internship and their formation as teachers.

Our research highlighted the significant value of field training through the skills acquired by trainee students, which provide a solid foundation for understanding essential teaching competencies. Field training holds great importance as one of the main pillars in preparing physical education and sports teachers, playing a vital role in improving the physical education and sports program and enabling students to benefit from its outcomes and recommendations.

It is the only context in which the trainee teacher can translate the knowledge, theories, and concepts acquired into actual practice, bridging the gap between academic learning and professional application. During this period, the supervising teacher acts as the central link, providing trainees with valuable knowledge and experience. Field training also involves the practical application of principles, skills, and methods learned by the trainee both intellectually, academically, and pedagogically during their studies.

Ultimately, field training fosters the integration of theory and practice, enabling students to apply theoretical concepts and implement pedagogical approaches effectively. In addition, it helps reduce psychological pressures on trainee students and has a direct impact on shaping the teacher's personality in all aspects.

Based on the results of our study, we propose the following recommendations:

• Emphasize the need to equip trainee students with comprehensive knowledge of physical education and sports curricula and programs, considering the value that field training offers.

• Encourage supervising teachers to provide guidance to trainee students whenever deemed necessary.

• Ensure the relevance of the content delivered by trainee students and keep them informed of updates in the field of physical education.

• Increase coordination between the supervising teacher and the trainee student to improve the quality of the training experience.

• Guide students in how to develop and plan training programs as part of their professional preparation.

This study opens broad perspectives for researchers and specialists in the field of physical education and sports, as it highlights the importance of field training in developing professional competencies of student teachers, particularly planning skills. The findings may serve as a foundation for more in-depth studies aimed at exploring the relationship between field training and other teaching competencies, such as assessment skills, pedagogical communication, and classroom management. Future research could also expand to include comparisons across different specializations, academic levels, or teacher training institutions at both national and international levels. Such studies would contribute to the development of teacher education programs and the design of more effective

strategies in physical education and sports, thereby enhancing the quality of academic and professional preparation of student teachers and responding to the requirements of modern schooling.

REFERENCES

1. Bailey, R. (2006). Physical Education and Sport in Schools: A Review of Benefits and Outcomes. *Journal of School Health*, *76*(8), 397–401. https://doi.org/10.1111/j.1746-1561.2006.00132.x

2. De Oliveira Maciel, A., Mota Neves De Almeida, S., & De Freitas Pontes Júnior, J. A. (2022). The role of the supervising teacher in the curricular internship: What do publications say? *Tendencias Pedagógicas*, *39*, 137–151. https://doi.org/10.15366/tp2022.39.011

3. Derri, V., Papamitrou, E., Vernadakis, N., Koufou, N., & Zetou, E. (2014). Early Professional Development of Physical Education Teachers: Effects on Lesson Planning. *Procedia – Social and Behavioral Sciences*, *152*, 778–783. https://doi.org/10.1016/j.sbspro.2014.09.320

4. Dimyati, M., Komarudin, M., Susanto, E., & Purwanto, J. (2018). The Capabilities of Sports Education Teachers in Making Character Oriented Lesson Plans and Learning Practices. *Proceedings of the 2nd Yogyakarta International Seminar on Health, Physical Education, and Sport Science (YISHPESS 2018) and 1st Conference on Interdisciplinary Approach in Sports* (*CoIS 2018*), Yogyakarta, Indonesia. https://doi.org/10.2991/yishpess-cois-18.2018.49

5. Elmazi, R., & Koci, L. (2015). Organizing of Physical Education Teaching Classes and Methods to be Used to Achieve the Intended Objectives. *Journal of Educational and Social Research*. https://doi.org/10.5901/jesr.2015.v5n1s1p97

6. Farhang, Asst & Hashemi, Asst & Ghorianfar, Sakhi Murad. (2023). Lesson Plan and Its Importance in Teaching Process. *International Journal of Current Science Research and Review, 06*(*08*). 10.47191/ijcsrr/V6-i8-57.

7. Fernández, B. (1997). Physical Education Teacher Preparation. Critical postmodernism in human movement. *Physical Education, and Sport*, 121.

8. Feu, S., García-Rubio, J., Gamero, M. D. G., & Ibáñez, S. J. (2019). Task planning for sports learning by physical education teachers in the pre-service phase. *PLOS ONE*, *14*(3), e0212833. https://doi.org/10.1371/journal.pone.0212833

9. Güneş, B., Mirzeoglu, A. D., Karadag, O., Atli, K., & Yalcinkaya, N. (2022). Evaluation of Daily Lesson Planning Competency of Physical Education and Sports Teachers. *Journal of Qualitative Research in Education*, *22*(32). https://doi.org/10.14689/enad.32.1550

10. O'Sullivan, M., & Tsangaridou, N. (1992). What Undergraduate Physical Education Majors Learn during a Field Experience. *Research Quarterly for Exercise and Sport*, *63*(4), 381–392. https://doi.org/10.1080/02701367.1992.10608760

11. Sahib, A., Danim, S., Sahono, B., & Somantri, M. (2021). The Implementation of Classroom Management in Teaching and Learning Activities. *International Journal of Multicultural and Multireligious Understanding*, *8*(4), 562. https://doi.org/10.18415/ijmmu.v8i4.2587

12. Stănescu, M. (2013). Planning Physical Education – from Theory to Practice. *Procedia – Social and Behavioral Sciences*, *76*, 790–794. https://doi.org/10.1016/j.sbspro.2013.04.207