

Analysis of Class Teachers in Addressing Physical Education Learning in Primary Schools in The Sukamakmur District

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ABSTRACT

This research is based on the fact that Physical Education learning in elementary schools in Sukamakmur District has not been running optimally due to inadequate infrastructure and very limited professional teaching staff in the field of physical education. This research aims to analyze how they carry out physical education learning and how they handle physical education learning. This research is qualitative. The method used is a questionnaire survey and interviews with data collection techniques using questionnaires and interviews. Where later, participants must fill out a questionnaire that the researcher provides, and interviews will be conducted with the selected participants. Participants in this research were class teachers in elementary schools in Sukamakmur District. The results of this research will be in the form of a description in which it can be seen how the class teacher handles physical education learning. If there are no teaching staff in the field of physical education, then what kind of learning is carried out by the class teacher? From the research that has been carried out, data is obtained that class teachers overcome them by 1) Making Plans, 2) Practicing, 3) Learning in Class, 4) Learning in the Field and the problems, namely 1) Environmental Conditions, 2) Not in the Field and 3) Lack of understanding. The hope is that it will become a reference for the government to distribute physical education teachers evenly so that physical learning can run optimally.

Keywords: Physical Education; Teacher Competency; Teacher Barriers

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INTRODUCTION

Physical education needs to receive more attention in implementing activities and how to develop students to live a healthy life, which is beneficial for physical development which will affect the physical health and enthusiasm of children; for this reason, the learning process needs to be developed (Rukmana & Dinangsit, n.d.). According to Yusuf (2017) believes that physical education in schools is not just the delivery of educational material, but the most important thing is direct learning and practice in the field. However, in general, teachers provide learning material that is monotonous and uninteresting (Wahidah et al., 2022). The monotony of physical education learning can be seen in the teacher's method, which only relies on existing learning facilities and infrastructure, and is less creative and innovative, so there is less motivation to learn, and this will be less than optimal, resulting in less than optimal achievement of learning goals (Mudzakir, 2020). Not only that but in some areas, there is still a lack



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of professional teaching staff in the field of physical education (Perdima & Personi, 2023). This means that the class teachers themselves have to provide the learning, or even the physical education learning is not carried out at all (Gandasari, 2022). In fact, teachers should already have competency standards appropriate to their field, which shows the quality of the teacher (Mulyana, 2017). If physical education subjects are not taught by teachers that are appropriate to their field, physical education learning cannot run as it should (Nova et al., 2022). This has an impact on the lack of physical activity that students should get. According to Anugraheni (2017) teachers play an essential role in classroom learning, especially in helping students develop positive attitudes, arousing curiosity, encouraging independence and intellectual logic accuracy, and creating conditions for successful learning. In carrying out their duties, teachers apply specific competencies, quality standards, or skills or standards obtained in professional education (Wandani et al., 2022). The teacher has four roles in learning, namely 1) as a demonstrator, 2) as a class manager, 3) as a mediator and facilitator, and 4) as an evaluator (Mustika, 2019). Therefore, teachers have a strategic role in the field of education and are the spearhead of improving the quality and results of education (Slameto, 2014). This is in accordance with the contents of Law No. 14 of 2005, namely that teachers are part of professional educators, and the central role of teachers is to educate, teach, direct, guide, train, assess, and evaluate students' initial education through formal education, primary education, and secondary education.

Physical education is an integral part of education in general and can influence students' affective, cognitive, and psychomotor skills through physical activity (Iyakrus, 2019). Moreover, through physical activity, children also gain various experiences that are very valuable in life, such as intelligence, attention, emotions, skills, cooperation, etc (Lengkana & Sofa, 2017). Physical education is also a conscious effort to create an environment that is also able to influence students' opportunities to develop positive behavior through physical activity (Soedjatmiko, 2015). In physical education, we can give students the opportunity to express what they like (Mulya & Lengkana, 2020). Not only that, physical education is also a means of honing social interactions among students, training them to be able to socialize freely (Mustafa, 2022). Physical education is designed to provide students with a thorough and enjoyable authentic experience and that contributes to their desire to remain physically active throughout their lives (Layne & Hastie, 2016).

Physical education cannot only be done using books and policy guidelines but must be carried out by the teacher; at least the teacher must convey physical material to students (Tsangaridou, 2017). The process of teaching physical education depends on the goals and tasks that can be achieved with various aids and methods but also on the material working conditions for the organization and implementation of teaching (Blažević et al., 2020). Physical education refers to "Physical recreation and well-being," which states that sport involves some form of exercise, which includes running and playing games, keeping students fit and healthy in everyday life (Raharjo et al., 2021). Students also learn all these sports through involvement in physical activities related to body development and body movement. Students need to develop well physically as this promotes "a good foundation for lifelong learning" (Nkosi, 2015).

Teachers have a vital role in the implementation of quality physical education teaching because they are the ones who determine how physical education classes will be held (Oktaviyanti et al., 2022). They must be motivated and creative and have a positive attitude towards physical exercise to be able to transfer it to students (Cahyo

Wibowo et al., 2023). They should know too how to utilize the space and equipment available in Physical Education teaching (Blažević et al., 2020). However, there are still cases where physical education learning does not go well because it is not given directly by the physical education teacher. Class teachers are forced to teach all subjects, one of which is physical education. Class teachers provide various kinds of physical education lessons, such as providing material they know, practicing directly in the field, or even handing it over to teachers who have a field in sports.

Research conducted by Sato et al. (2020) shows that classroom teachers in Japan need to maximize their professional learning through various physical education professional development opportunities where all classroom teachers in schools can utilize pedagogical, assessment, and evaluative knowledge and skills in teaching physical education. The results of this research provide teachers with four types of themes that they can apply in physical education learning at school. However, class teachers still need to understand how their approach and teaching role can be carried out best to support students' needs. Research from Fletcher & Kosnik, (2016) states that elementary school teachers are required to develop skills and knowledge in various subjects that they will most likely teach during their careers, including physical education. Many programs tend to consist of free play with little structure and instruction or poor motor skill development or physical fitness. The difficulties they face are both institutional (e.g., lack of time or resources) and personal (e.g., lack of knowledge about physical education or lack of interest in teaching the subject). Research from Tsangaridou, (2017) also stated that physical education is an integral part of the curriculum and must be carried out twice a week for a minimum of 40 minutes. Class teachers who teach physical education stated that they had a little difficulty when they wanted to provide lessons due to the lack of professional educators, which meant that class teachers had to teach, inadequate facilities and equipment for learning, the status of physical education, which many people considered unnecessary to teach, the curriculum must be more inclusive and analytical.

It is not only class teachers who have obstacles in learning physical education; physical education teachers themselves also have obstacles in their field. Like research Yusuf, (2017), which was carried out directly with physical education teachers, they stated that, in general, the obstacles in implementing physical education learning are several factors, namely, students, infrastructure, curriculum, and environment. So, in physical education learning, obstacles are bound to occur, whether they are implemented by the class teacher or by the physical education teacher himself

After looking at several previous studies, this research was conducted in elementary schools in Sukamakmur District which are located in mountainous rural areas where there are no physical education teachers in the district which requires class teachers who teach physical education and on average the class teachers who teach are experienced (more than 5-7 years of teaching), the facilities available for physical education learning are very limited, the age factor will also be an influence in this research. The researcher did not contribute directly, but this research will later become a consideration for the government to provide professional staff in the field of physical education so that physical education learning can run optimally because of the presence of an expert in this field.

METHOD

Research Design

This research will use qualitative research methods. The reason for using qualitative methods is because they suit the problem posed by the researcher. The paradigm in this research is a Case Study because researchers will know in depth how class teachers teach physical education in the Sukmakmur sub-district, with a survey research design and interviews that class teachers will conduct. This research seeks to explore classroom teachers' views and perceptions of the main challenges in teaching physical education.

Research Subjects

Subjects in this research were taken using a Purposive Sampling technique where research subjects were determined based on criteria that the researcher had adjusted according to the problem taken by filling out a questionnaire to see descriptive data on characteristics such as age, gender, teaching location, and teaching experience. Later, ten teachers will be selected who have the criteria that the researchers have prepared and will then be asked to interview. The researchers' criteria are teachers who carry out physical education lessons. It is hoped that the ten teachers will be able to represent all the participants. Not only class teachers will be interviewed, but school principals and supervisors.

Instruments

The instruments used in this research were surveys, questionnaires, and interviews. The validation results show that the questionnaire is valid and reliable. The instrument validation results consisted of 26 statements submitted, and all statements were valid. Thus, the questionnaire can be used.

The results of the reliability test of the questionnaire instrument used showed that the reliability was 0.770, so it was included in the criteria for good reliability and was accepted for use.

Survey

Surveys are instruments that researchers will use for initial data for researchers. This survey will later take the form of a Google Forms questionnaire, which will be distributed to all class teachers in the Sukmakmur sub-district. The theory used to create questions to be researched is teacher development theory because it is a theoretical framework that describes how teachers grow without explaining the nature of that growth. This theoretical framework provides guidance that implies an interpretation of teacher development as the acquisition of different perspectives and ideas and the incorporation of a broader vision of what teaching involves (Sato et al., 2020). The content of this survey is an adaptation of a survey conducted by Sato et al., (2020), Tsangaridou, (2017) and Suryani et al., (2019). This survey aims to find out what obstacles teachers experience. This survey was distributed to teachers in schools. The results will be in the form of a Likert scale by calculating the frequency of the survey results. The statements in the survey can be seen in Table 1.

Table 1. Questionnaire Statement for Teachers

Indicator	Question
Introduction to Physical Education	1. Physical education is essential in elementary school
Physical Education Application	2. Physical education has essential goals for students 1. Physical education learning is carried out outside the classroom 2. Physical education learning is carried out in the classroom 3. Teachers design physical education lessons 4. Do students like material learning 5. Students like learning physical education in the field/practice 6. Availability of physical education learning tools (balls, rackets, cones, etc.)
Barriers that come from within the class teacher	1. The class teacher understands the concept of physical education 2. Class teachers master physical education teaching materials 3. Class teachers need help providing material because it is not in their field 4. Class teachers' knowledge of physical education is different from that of physical education teachers 5. Class teacher skills need to improve in sports
Barriers that come from outside the class teacher	1. Lack of facilities to support physical education learning 2. Only use books as primary sources 3. Students prefer physical education learning in the classroom 4. Difficulty managing students because there are too many 5. Students need to be more interested in taking part in physical education learning 6. Weather influences the conditions for carrying out physical education learning
How to overcome obstacles	1. Teachers must learn the concepts of physical education 2. Carrying out learning simply 3. Class teachers attend seminars or training to gain knowledge and hone their skills in physical education 4. Modifying tools for the learning process 5. Providing physical education material with game elements 6. Using the Internet as another learning resource 7. Looking for fun physical education references

Interview

The interview, as the second instrument after filling out the questionnaire survey, aims to provide clearer and more detailed answers given by teacher representatives. The theory given is the same as the statement from Sato et al., (2020). The function of the interview is to find out more about how the class teacher

teaches physical education and how to overcome it. The interview questions can be seen in Tables 2, 3 and 4.

Table 2. Interview Questions for School Principals

No	Question
1.	What do you think about class teachers who should teach physical education?
2.	If you assess, what is the class teacher's way of teaching physical education lessons in his class?
3.	What is the response given by students during education by the class teacher regarding you as the school principal?
4.	What follow-up action will you take regarding the teacher's competency?

Table 3. Interview Questions for Supervisors

No	Question
1.	Is it essential to teach physical education in elementary schools?
2.	What are your views as supervisors? How do class teachers provide physical education lessons to students?
3.	What follow-up action will you take regarding the teacher's competency?

Table 4. Interview Questions for Supervisors

No	Question
1.	Do you carry out physical education lessons? Moreover, before implementation, did you make a learning plan?
2.	What kind of material do you give to students?
3.	How do students respond when learning physical education?

Data analysis

The process of analyzing survey results is by looking for an outline of the problem being studied. The form of the survey results is in the form of a description table. The way to analyze it uses a Likert scale calculation, namely by giving a score from the answer to the question with a weighted score of Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

The analysis process for the interview results is by triangulating the findings to confirm the interview results, and later, the interview results will be transcribed into description form. How to analyze interview results using thematic coding method, namely by transcribing the interview results. The researcher's coding and categorization efforts were facilitated by NVivo 12 software. Nodes were used to organize survey and interview data into categories with specific.

RESULTS

The results of this study show that class teachers experience obstacles in implementing physical education learning. The following is a table of results from the questionnaire analysis.

Table 5. Analysis of the Implementation of Physical Education by Class Teachers

Aspects to be Measured	Frequency			Percentage		
	Yes	Neutral	No	Yes	Neutral	No
Introduction to Physical Education	63	0	0	48.5%	0%	0%
Physical Education Application	51.1	7.6	4.1	39.3%	5.8%	5.2%

Barriers that come from within the class teacher	47	9.2	6,8	36.2	7.1%	5.2%
Barriers that come from outside the class teacher	25.1	9.8	28	19.3%	7.5%	21.5%
How to overcome obstacles	59.2	2,2	1.4	45.5%	1.7%	1.1%

Based on the analysis in Table 1 above shows that 48.5% of class teachers in elementary schools in the Sukamakmur sub-district know about physical education even though they are not in the field of physical education. Then 39.3% of class teachers apply physical education lessons, 5.8% sometimes carry out lessons, and 5.2% do not carry out physical education lessons. Apart from that, 36.2% of teachers experienced obstacles within themselves, and 19.3% of teachers experienced obstacles from outside the class teacher. These obstacles are due to 1) class teachers needing to be more competent in this field, 2) Lack of supporting facilities, and 3) Weather, which affects the implementation of physical education learning.

45.5% of class teachers try to overcome the obstacles they experience due to compelling demands and circumstances, 1.7% of class teachers sometimes do not overcome these obstacles, and 1.1% of class teachers do not overcome these obstacles due to several factors, including not being in their field. They control.

Based on interviews conducted in Sukamakmur District, Bogor Regency, with ten elementary schools. Interviews were conducted with 10 class teachers, school principals, and supervisors in Sukamakmur District. This research aims to find out more in-depth how class teachers handle physical education learning in elementary schools where there are no teachers in the field of physical education. Basically, teachers must master knowledge and abilities and maximize learning achievement (Nathan et al., 2023) .

Based on the results of interviews with school principals, class teachers, and supervisors that have been conducted, it turns out that there are several ways teachers provide physical education learning to their students, including as can be seen in Figure 1.

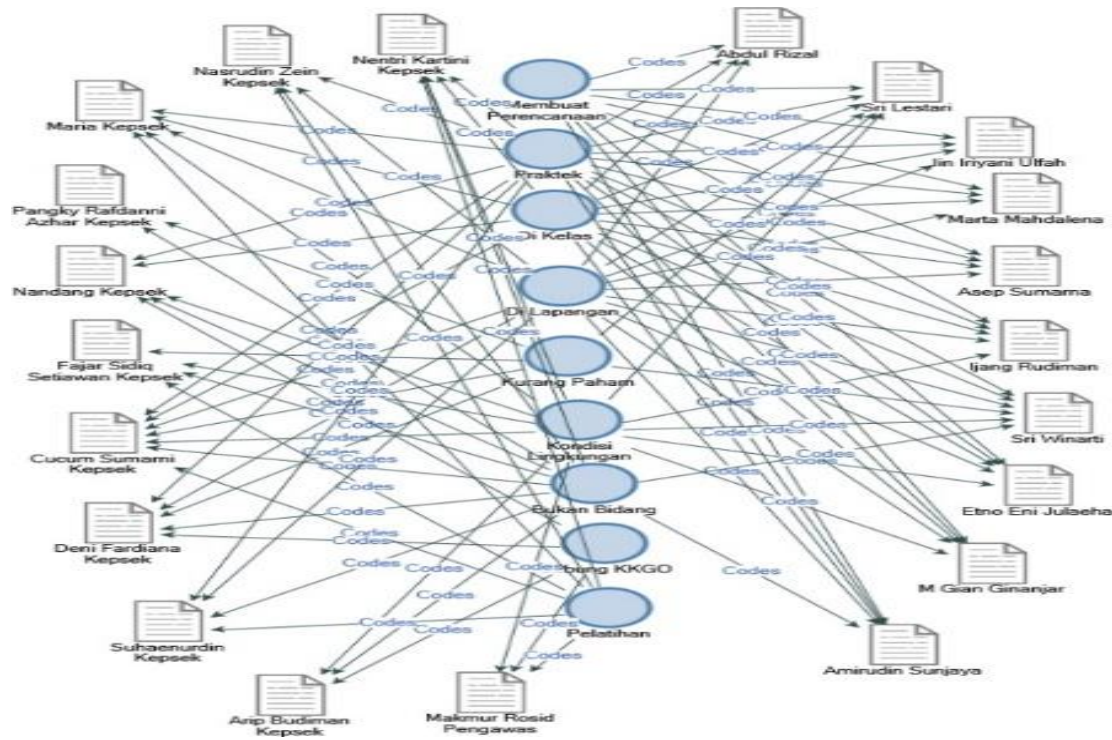


Figure 1. Analysis results with nvivo

Based on the data visualization analysis above, it can be explained as follows :

Make a Plan

The research results showed that almost all class teachers answered that before implementing physical education lessons, they would make plans in accordance with government regulations. However, some teachers have yet to make a plan but have seen the Learning Achievements at the meeting that will be held. If we look at these results, class teachers try to continue to make learning plans in accordance with government regulations so that the learning process can run well.

Practice

The results of the research show that class teachers try to provide physical education practices to the best of their abilities. For example, if they can only play volleyball, the class teacher will provide material in the form of volleyball but will also be interspersed with games so that students can stay energized with the learning. Not only volleyball, but there are also class teachers who are experts in gymnastics, badminton, and traditional games. And if there are teachers who are experts in a particular field, they will help other teachers so that physical education learning continues. Not only that, but the class teacher also tries to learn physical education material from various sources before learning. The teacher will look at YouTube videos to ensure that the material is still conveyed. The class teacher also provides material that will be simplified according to the teacher's abilities.

Classroom Learning

The results of the research show that they only sometimes carry out physical education learning in practical form, but they also provide material. Some teachers carry out physical education lessons using alternating methods, such as in the first

week, the material will be given, and then in the second week, they will practice the material given in the previous week.

Learning in the field

The results of the research show that teachers more often take students to study in the field because when learning in the field, the students are very enthusiastic about learning outside the classroom. Even though the class teacher provides the material, they are still enthusiastic, and this makes the class teacher even more enthusiastic about providing physical education lessons and learning new things to give to students.

Behind the way physical education learning is implemented, several problems are always mentioned by school principals, supervisors, and teachers during interviews conducted by researchers. There are three problems, namely :

Environmental Conditions

The results of the research showed that the answers of all school principals agreed that the environmental conditions or conditions of the local area were that there were no physical education teachers in almost all schools in the sub-district. There may be only one teacher who is certified as a class teacher. Then, some schools appoint one teacher to take on the role of physical education teacher, even though it is different from their competency. Still, the teacher has the basics, really likes sports, and knows about physical education.

Not a Field

The results of the research show that physical education learning is outside the purview of class teachers because perhaps when they were studying, they did not study it in depth. However, due to difficulty and having to carry out physical education learning, the class teacher continued to carry out physical education learning.

Lack of understanding

The results of the research show that class teachers do not understand physical education learning because, after all, physical learning concerns physical fitness and body health, and when implementing it, it should not be carried out haphazardly, such as class teachers not understanding what warm-up movements should be like. They carry out warm-up movements according to experience only.

Even though several problems occur, the school tries to find solutions to these problems. Apart from waiting for the government to equalize the distribution of physical education teachers, school leaders are providing solutions in the form of:

Participate in training

The results of the research show that the school is trying to overcome this problem by involving class teachers in training carried out by the local government. For example, traditional game training and gymnastics activities have been carried out at the Bogor Regency Regional Government. To help improve the abilities of the class teacher.

Join the District KKGO

In Sukamakmur District, there is already something called the Sports Teacher Working Group (KKGO); the results show that the school principal will also appoint

teachers to join the KKG. To provide information and share knowledge with fellow teachers.

CONCLUSION

Based on the results of the analysis that has been completed, there are various ways that classroom teachers handle physical education learning, such as planning, practicing, learning in class, and learning in the field. Then, the problems experienced by class teachers, among others, the most important is the environmental conditions in the Sukamakmur sub-district, where there are no teachers in the field of physical education, which means that class teachers have to provide physical education lessons. The class teacher also provides material based on experience and also learns it himself from books or YouTube. Therefore, the school principal provided a solution in the form of class teachers being involved in training held by the local government and sending representatives to join the Sports Teacher Working Group. However, the Sukamakmur District Supervisor hopes that the government can provide/distribute physical education teachers evenly in elementary schools throughout Sukamakmur District so that physical education can run as it should. written answer of question is research or research findings. The cover is written in paragraph form.

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CONFLICT OF INTEREST

The autors declare no conflitct of interest

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