

The Competency of Elementary Physical Education Teachers in Implementing Learning with Integrative Thematic Approach

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Abstract

This research aims to analyze the competency of physical education (PE) teachers in learning with integrative thematic approach in Kesesi Subdistrict Pekalongan Regency, reviewed from pedagogic and professional competence. This research was conducted using qualitative approach with ethnography design of critical ethnography type and data analysis that was carried out with Miles and Huberman interactive cycle. The results show that pedagogic competence of PE teachers were able to: master the characteristics of students, develop curriculum, use technology for learning process, and implement and use assessment and evaluation of process and learning outcome in learning with integrative thematic approach. While for the professional competence, PE teachers were able to: master the material, structure, concept, and supporting scientific mindset, master the competency standard and basic competency, and develop learning material creatively in implementing learning with integrative thematic approach. There were teachers who had difficulties in doing the activities due to inexperience in following Education and Training, and also age factor, so that they could not adapt. It can be concluded that pedagogic and professional competence of PE teachers in Kesesi Subdistrict Pekalongan Regency was fair in implementing learning with integrative thematic approach.

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INTRODUCTION

The term “Physical Education Teacher” does not accurately describe someone who is able to carry out student learning well and can further cause confusion in physical education and physical activity, and the term creates a misperception for someone who teaches a variety of random physical activities without considering the goals of physical education (Tutkun, et al, 2017).

A physical education (PE) teacher teaches values through physical education to contribute to personal development. A learning system that provides student characteristics such as acting together, motivating friends, playing fair, helping friends, responsibility, feeling comfortable and free, respecting the rights and equality of others, therefore physical education teachers are required to have the competence to adapt to various conditions in learning (Gorgut & Tutkun, 2018; Richards, et al, 2019). However, with the increasing demand for overcoming health problems in school environment through the media of physical education, many generalist teachers are reluctant to teach physical education courses. As a further challenge, inadequate and incorrect preparation has been identified as a major barrier for a basic generalist to produce a quality physical education program determined by the curriculum (Chunlei & Amanda, 2009; Clarke & Braun, 2013; Stolz & Pill, 2014).

McKim, et al (2017) state that teacher competence is an important variable for the success and retention of teachers in the teaching profession. The success of education depends on highly competent teachers who are committed to staying in the teaching profession. There is a relationship between the four fields of specific disciplinary competence (i.e., intra-curricular facilitation, pedagogy, program management, and technical knowledge) and commitment to teaching among school-based agriculture teachers. First, teacher competence in the four fields

was compared to the career phase, with statistically different levels of intra-curricular facilitation competency identified among teachers with different levels of teaching experience.

The requirements or competencies that must be had by a professional teacher include: pedagogic competence, personality competence, professional competence, and social competence (Salmawati, et al, 2017). The professionalism of a teacher is a must in realizing a knowledge-based school, which is an understanding of learning, curriculum, and human development including the learning process.

In schools that have teachers with professional competence, the learning process will apply learn to do and not applying conventional learning, where the teacher is a speaker and students are only listeners (Darmawati, et al, 2017; Lutfiyanto, et al, 2019). In that atmosphere, students are actively expected to solve the problems they are facing. Meanwhile, teachers can work intensively with other teachers and plan lessons, both individually and in team (Rusman, 2013: 22-23; Febriyanti, 2014).

Physical Education teachers certainly need a strategy and learning skill so that the teaching and learning process can be carried out well (Khatimah, et al, 2016; Saputra, et al, 2019). Therefore, to achieve that, it is absolutely not easy for a Physical Education teacher if it is not supported by the components in learning, moreover it will make students not interested to participate in the learning process (Prastyo & Muhammad, 2015; Khair, et al, 2018).

Integrative thematic learning is one of the learning approaches in the 2013 curriculum which is a simplification of the learning approach from the KTSP curriculum (Krissandi & Rusmawan, 2015; Anshory, et al, 2018), while in Trinidad and Tobago, integrative thematic emphasizes reading and numeracy skill taught in all curriculum, learning assessments, differentiated instructions, and integrations of Information

Communication Technology (ICT) (Jhon, 2015). The assessment process in integrative thematic learning on learning outcome uses authentic assessment, which is an assessment that is carried out based on significant measurement results of student learning outcomes in the aspect of attitude, skill, and knowledge (Kristiyaningsih, 2014; Yulianto, et al. 2017).

The advantages of using a thematic approach to curriculum design are the thematic approach encourages teachers to start with students' strengths and take advantage of their relevant background knowledge, and the holistic concepts in thematic learning that is able to develop holistic, meaningful and authentic scientific principles so that students can apply learning outcomes to solve real problems in daily life (Subagyo, et al, 2015; Wuryani & Roemintoyo, 2018; Zin, et al, 2019).

Thematic learning which consists of several themes provides context for real life reading and writing activities, scientific investigation, and questioning in various fields of study. In addition, the thematic curriculum provides students with opportunities for independent study, problem solving, different thinking, risk taking, and choices (Min, et al, 2012; Nurzaqi & Rahayu, 2015).

The results of observation in Kesesi Subdistrict, Pekalongan Regency, show that there were 42 elementary schools, each of which was managed by a PE teacher. However, there were 4 elementary schools that did not have PE teacher, therefore their classroom teachers taught PE learning. All elementary schools in Kesesi Subdistrict have implemented the 2013 curriculum but it has only been implementing for almost 3 years with several revisions that have made it difficult for teachers to focus on understanding the 2013 curriculum. Of the total number of PE teachers, almost all of them attended the 2013 curriculum training. The training was carried out by supervisor briefing as well as several teachers appointed as sources. These teachers were those who participated in the

2013 curriculum training organized by the Lembaga Penjaminan Mutu Pendidikan (LPMP).

The results of interviews with PE teachers obtained information that the understanding of PE teachers related to the 2013 curriculum was still lacking, so that some teachers were not maximal in doing the learning process. In addition, the understanding regarding the thematic integrative approach was still lacking due to the lack of material contained in both teacher and student books. The books only contained basic materials that must be developed by the teacher, and this made teachers feel difficult when developing the materials, especially for senior teachers. However, along with several revisions in the 2013 curriculum and lack of understanding of thematic learning, some teachers had difficulty in developing thematic materials that were integrated with other subjects.

Thus, based on the above background, the researcher wants to dig up information about how the competence of PE teachers in learning with integrative thematic approach in Kesesi Subdistrict, Pekalongan Regency, viewed from pedagogic and professional competence.

METHODS

This research was conducted using qualitative approach with ethnographic design of critical ethnography type. The design was chosen because the researcher attempted to explore and criticize the phenomenon of pedagogic and professional competence of PE teachers in implementing learning with integrative thematic approach in elementary schools with the 2013 curriculum.

This research was conducted at elementary schools in Kesesi Subdistrict, Pekalongan Regency, where the total number of schools was 42. Topographically, Kesesi Subdistrict is divided into 4 regions; northern, western, eastern, and southern region. The sample used by the researcher was 12

elementary schools, by considering to the readiness and length of the 2013 curriculum implementation in the elementary schools and the averaging of the topography location.

Sources of data were obtained from informants using purposive sampling technique with homogeneous sampling, consisted of elementary PE teachers targeted by researcher, elementary principals targeted by researcher, non-PE/classroom teachers. The data collection technique was carried out by using observation, interview, and documentation study and data analysis was carried out inductively by using Miles and Huberman interactive cycle.

RESULTS AND DISCUSSION

Based on the results of research on the pedagogical competence of elementary PE teachers in learning with integrative thematic approach, the application of competence was quite good. In mastering the characteristics of students in learning, the teachers were able to identify the potential of students, the initial teaching provisions of students, and to identify students' difficulties. The teaching experience of each PE teacher made them able to adapt to the existing curriculum structure, and the style of communication and closeness to students made them able to manage the class during learning.

The indicators of developing curriculum material were also quite good. In this case the teachers were able to determine learning objectives, determine appropriate learning experiences to achieve PE learning objectives, and develop materials referred to the available thematic books. This was supported because some teachers participated in the education and training (Diklat) of the 2013 curriculum specifically for elementary PE teachers, through this experience the teachers applied it in learning activities. The applications include:

Making learning media with integrative thematic approach referred to the available thematic books,

Preparing and developing materials before learning referred to the thematic books, and

Developing equipment of supporting facilities in simple learning activities referred to the thematic books. In implementing learning, PE teachers always refer to the thematic books and materials that are developed adapted and integrated to the sequential themes.

The use of information and communication technology (ICT) in learning was classified as poor category. Teachers rarely used ICT in learning, this was because the ability of each teacher was not really good at operating recent technology. There was only one technology that teachers could use, that was using speakers for learning rhythmic gymnastics. The age factor and the backwardness of information about ICT were also the reasons for teachers to rarely use ICT in learning. Teachers preferred to give lesson as usual based on their experiences. In learning PE with thematic approach the teachers also tended to pay less attention to the existing themes at that time.

The evaluation of learning process carried out by the teachers was by giving feedback to the students by:

Giving a question to the students about the materials that had been taught in the end of the lesson based on the learned theme,

Communicating by asking opinions and recommendations to classroom teachers, and

Asking to the students about what feeling they had after following the learning process.

Furthermore, the evaluation of the learning outcomes was carried out by the teachers to students by providing remedial for students who achieved scores below the criteria and providing enrichment for students who were able to get the score according to the specified criteria. This was carried out by collaborating or cooperating with class teachers, because they were considered to more understand the conditions and abilities of their students. The results of this study or

assessment would be used as a reference to understand students' characteristics and abilities.

The use of outcomes and evaluation for learning was also quite good. The teachers communicated the outcomes and evaluation to the stakeholders (classroom teachers and principals) and use information to improve the quality of PE learning.

The delivering of outcomes and evaluation was done to students' parents through each classroom teacher as a mediator by giving special notes to each student both who had trouble learning movement and who did not. PE teachers received responses on the learning outcomes and evaluation of students' movement through classroom teachers, the information was then used as a reference to give appropriate treatments according to the students' characteristics and abilities on the next semester. The reference was documented into special notes as indicators to plan improvement of qualified learning, and to overcome problems on the next learning.

In addition, the results of study on the professional competence of elementary PE teachers in learning using integrative thematic approach show that the competence was quite good. In the indicators of mastery of materials, structures, concepts and scientific mind patterns that supported learning, the teachers understood and were able to apply the theory of movement development learning and related it to the subject of PE with the scientific field during learning so that the learning provided a connection in daily life experience. This was done by the teachers by modifying the material according to the theme in the available books. The material was modified without eliminating the main material, so that students were able to learn by understanding the movement learning process and provide direct experiences to students from concrete to abstract things in accordance with the principles of thematic approach.

The mastery of the indicators above was balanced with mastery of teacher knowledge regarding competency standards and basic

competencies of PE with other related subject materials. The success of this thematic learning approach must be able to plan a systematic and structured learning design and clearly deliver learning objectives to students so that students are able to understand.

According to Anshory, et al, (2018) in line with the pattern in the development of thematic learning implementation plan that consists of seven stages that include;

1. Determining the subject to be combined,
2. Learning the basic competencies and indicators of the subject to be combined,
3. Choosing and determining the unifying theme/topic,
4. Making matrix or chart of relation between basic competencies and unifying theme/topic,
5. Making syllabus of thematic learning,
6. Making thematic learning implementation plan,
7. Managing the class.

Systematic and structured planning is also balanced with the professional competence of teachers in the application of selecting and processing PE materials creatively and effectively according to the level of student development so that they could provide learning experiences that matched the nuances of the current theme. Thematic learning is carried out based on exploration of knowledge and values learned through themes so that students have a complete understanding. Students are positioned as explorers therefore they are able to find relationships and patterns that exist in the real world with relevant contexts. Thematic learning is intended to develop various abilities, skills and attitudes through integrative thematic learning process into a real-world context brought into the learning process creatively.

The professional competence of PE teachers in learning with thematic approach is needed to support the implementation of learning objectives that refer to the scope of physical education so that basic competency indicators are also achieved even though the

teachers combine it with other scientific fields due to adjustments to existing theme. One theme in various subjects functions as a unifying basic competencies related to various concepts, skills and attitudes, therefore students are able to learn knowledge and develop various basic competencies between subjects in the same theme. The professionalism of PE teachers is also required in learning with thematic approach, because teachers must plan and carry out learning in order to accommodate students who have different levels of intelligence, experience, and interest in a topic.

The pedagogical potential of PE teachers in learning with integrative thematic approach has several indicators that have been described above. Each indicator has its own priority depending on the situation and conditions in the field during learning. The indicators of pedagogical competence of PE teachers which are the main priority in the success of learning with integrative thematic approach are the ability to develop learning curriculum materials and understand the students' characteristics, this is because these indicators can be used as a benchmark for teacher's understanding of PE learning with integrative thematic approach, where the teachers must be able to integrate PE material with other subject material that is related to one another, so that the benefits through this approach can be maximally achieved.

However, in this case, experience is not the main factor in determining whether or not a teacher's pedagogical competence is good, but it can be seen from how the readiness, initiative and creativity of the teacher's ability to apply the 2013 curriculum-based PE learning according to the observations of the respective Principals. The thematic approach in the 2013 curriculum at elementary school level (SD) makes teachers more creative in understanding the students' characteristics and makes them try various ways to be able to bring them into the theme with existing PE material.

Learning PE through thematic approach requires teachers to integrate PE basic competencies with basic competencies of various subjects that are packaged into existing themes. The approach used to integrate the basic competencies of various subjects, including intra-disciplinary, inter-disciplinary, multi-disciplinary and trans-disciplinary. Intra-disciplinary is the integrated dimension of attitudes, knowledge and skills as a whole in each subject which is integrated through themes. Inter-disciplinary, which is combining the basic competencies of several subjects to be related to each other as illustrated in science subjects which are integrated into manipulative, locomotor and non-locomotor basic movement materials. Multi-disciplinary is an approach without combining basic competencies so that each subject still has their own basic competencies. Trans-disciplinary is an approach in determining the theme that links the various competencies of the subjects with the problems around them.

As it is already known, integrative thematic learning focuses attention on the observation and assessment of a symptom or event from several subjects at once, not from a compartmentalized point of view, thus enabling students to understand a learning phenomenon from all sides as a whole.

This triggers the creativity and innovation of PE teachers in order to be able to determine learning objectives, appropriate student learning experiences to achieve PE learning goals, and develop materials that refer to the available thematic books. PE teachers in Kesesi Subdistrict, Pekalongan Regency in this case were quite good at developing their materials, this was because almost all teachers had participated in the education and training (Diklat) of the 2013 curriculum specifically for elementary PE teachers. The existence of available thematic books made it easier for teachers to make learning tools, prepare and develop materials, and develop supporting equipment to suit the objectives of the integrative thematic approach.

The difficulties experienced by some PE teachers in developing materials with integrative thematic approach during learning were due to several factors such as not following the education and training (Diklat) and age factor, so that teachers did not understand the themes contained in the book and they were not able to adapt to the characteristics of integrative thematic approach, thus enabled teachers to use conventional methods and commando teaching style in learning.

The concept of integrative thematic learning that uses themes to link several subjects in providing meaningful experiences to students, so that it provides many advantages in learning, such as students easily focus on a theme, students understand the subject materials more deeply and impressively, students are able to learn knowledge and develop various basic competencies between subjects on the same theme, and so on. Nevertheless, the assessment in integrative thematic approach is still carried out by referring to students' learning process with basic competency indicators in each subject.

In addition to its advantages, thematic learning also has weaknesses in terms of several aspects, including:

1. From the teacher aspect, thematic learning requires the availability of teachers who have broad knowledge and insight, high creativity, reliable pedagogical skill, high self-confidence and academic ethos, and dare to package and develop materials, thus without the above abilities, the implementation of thematic learning is difficult to be realized,
2. From the student aspect, thematic learning has the opportunity to develop academic creativity which demands relatively good student learning abilities in both intelligence and creativity aspect. If the above conditions are not possessed by students, then the implementation of the model is difficult to be applied,

3. From the facility and learning source aspect, thematic learning requires a number of useful reading materials or sources of information that can support, enrich and facilitate the development of needed insight and knowledge. If this is not fulfilled it will be difficult to apply the learning model,
4. From the assessment and measurement system, thematic learning requires an integrated assessment and measurement system (objects, indicators, and procedures), and
5. From the atmosphere of the learning process emphasis, thematic learning tends to result in the elimination of one or more subjects prioritization (Rafikoh, et al., 2014; Retnawati, et al., 2017; Chumdari, et al, 2018).

The strengths and weaknesses of integrative thematic approach that must be applied in teaching and learning PE must be addressed wisely by PE teachers and promote deep understanding through a review of existing literature. In integrative thematic approach, PE teachers are more required to create a PAKEM (Active, Creative, Effective, and Fun Learning) learning atmosphere which involves students actively in the learning process by considering to their talents, interests, and abilities and allowing them to be motivated to learn continuous movement for their quality of development and growth. The teaching experience of each PE teacher makes them able to adapt to the existing curriculum structure, as well as the style of communication and closeness to students make them able to manage the class during learning.

CONCLUSION

Based on the results of the research, it can be concluded that the pedagogic competence of elementary (SD) PE in Kesesi Subdistrict, Pekalongan Regency is quite good in implementing learning with integrative thematic approach, this shows that PE teachers are able to: master the characteristics

of students, develop the curriculum, utilize information and communication technology in learning, and organize and utilize the assessment and evaluation of learning processes and outcomes in the implementation of PE learning with integrative thematic approach. Correspond with that, it can also be concluded that the professional competence of elementary (SD) PE in Kesesi Subdistrict, Pekalongan Regency is quite good, PE teachers are able to: master the materials, structures, concepts, and supporting scientific mindsets, master the competency standards and basic competencies, and creatively develop learning materials in implementing PE learning with integrative thematic approach.

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