

Physical Education Teacher Professional Competence in Traditional Game Learning of Elementary Schools in Kudus

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Abstract

Teacher is the main practitioner in the process of educational renewal to meet the needs of human resource quality that can play their roles professionally in the community. The purpose of the results in this research is to find out physical education teacher professional steps in the implementation of traditional games learning in elementary school when applying innovative methods in physical education learning. Research method used qualitative descriptive with the subjects were PE teachers, headmasters and students, there were 18 respondents consisted of 6 teachers, 6 headmasters and 6 students, and the results show that through traditional games learning that required a lot of movements was able to be used as a physical education learning material. Traditional games also had various values such as sportsmanship, honesty, precision, agility, accuracy in determining steps, and ability to work together in groups.

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INTRODUCTION

Education is a need for everyone in doing their life process. Educational activity is essentially an activity that is as old as human beings (Kristiyaningsih, 2015).

Education has a purpose to develop various potentials in an individual which naturally exists since birth. Physical education is a medium to enhance motoric development, physical ability, knowledge and reasoning, understanding of values (attitude, mental, emotional, spiritual, and social), and healthy lifestyle habits aims to stimulate growth and development (Ardi, Stevanus William, Uen Hartiawan & Agus Pujianto, 2013).

According to Government Regulation (PP) 19 of the year 2005 on National Education Standards and Law 14 of the year 2005 on Teacher and Lecturer which define that educators must have academic qualifications, competence, educator certificate, educator, physically and mentally healthy, and ability to realize the goals of National education. The academic qualifications are obtained through higher education of bachelor or diploma IV program. The improvement of PE teacher professionalism is a demand which cannot be bargained in facing very competitive challenges (Arif Nor Riza, Soegiyanto & Rustiana, 2015).

Teacher is the main practitioner in the process of educational renewal to meet the needs of human resource quality that can play their roles professionally in the community. Therefore, teachers as educators and teachers must be able to show their confidence in front of their students by performance that is in accordance with their professional competence as educators, teachers and trainers for students in learning process. Teacher or educator is a subject who determines the achievement of educational goals and has expertise in the field according to the competence he/she has (Baan, 2012).

Through traditional games as one of physical education learning materials in the school, it is expected that it can optimally support students' growth and development. The success of learning cannot be determined only by the

higher education of an educator. The availability of educational facilities and infrastructures is one of the factors supporting the success of learning. One of the problems causing the lack of PE learning process development in school is the limited learning facilities and infrastructures available in the school (Anisah & Pamot R, 2015).

Learning process will be performed well, if it is supported by teacher who has high competence and performance, because the teacher is the spearhead and main practitioner of children's education in school and also curriculum developer. The success of PE education in elementary school depends on teacher's creativity and implementation of learning approach which is in accordance with materials being taught (Ali Ma'mun & Ipang Setiawan, 2015).

However, the reality in the field is different because the current application of curriculum for learning process in school is less optimal both in the implementation or learning achievement, this is likely because the lack of readiness in lesson plan so that the learning process becomes less effective. Sports physical education and health teacher's professionalism is a demand which cannot be bargained in facing very competitive challenges. From the explanation it is reflected how high demand an ideal teacher should possess (Arif Nor Riza, Soegiyanto & Eunike R. Rustian, 2015).

Based on the explanation, the authors are interested in conducting a study on "PE teacher professional competence in traditional games learning of Elementary Schools in Kudus Regency."

METHODS

Research method used in this research was qualitative descriptive aimed to describe what was currently applicable. There were the efforts to describe record, analyse, and interpret the current conditions.

This research was conducted by Elementary School Teachers in Jekulo Subdistrict, Kudus Regency. The reason of

choosing the Elementary Schools was because Elementary Schools were the perfect targets to develop traditional sports in order to improve students' physical fitness. The type and data source used in this research was qualitative data. Whereas the types of data sources in this research were divided into two types; primary and secondary data. The informants of this research were: PE teachers, headmasters, students, and sport inspector in Jekulo Subdistrict. The determination of informants was conducted by collecting people chosen by the researchers according to specific features. The criteria of informant selection were based on division of territory that would represent all PE teachers in Jekulo Subdistrict. This research was conducted in State Elementary Schools in Jekulo Subdistrict Kudus Regency with 6 elementary school samples collected from the areas divided into 2 elementary schools with urban environment, 2 elementary schools with medium environment and 2 elementary schools with rural environment, whereas the samples of elementary schools were SD 3 Sadang, SD 6 Bulungkulon, SD 1 Jekulo, SD 4 Terban, SD 2 Honggosoco, and SD 3 Klaling, in addition there were also 1 sport inspector and 1 member of FORMI in Jekulo Subdistrict.

Data collection technique was used in this research to collect valid and amenable data, therefore the data was collected by:

1. Interview

In collecting data, the researchers conducted interview with PE teachers and headmasters in Implementation Unit of Educational Technique (UPT Pendidikan) in Jekulo Subdistrict. It was conducted to obtain data widely and comprehensively in accordance with current conditions.

2. Direct Observation

Direct observation is data collection by recording carefully and systematically. Observation must be done carefully and systematically to obtain reliable results and the researchers must have wide background or knowledge about the research objects, a basic theory and objective attitude.

3. Document

A process to review the data sources from the existed documents that can be used to expand the data that has been found. In addition, the documents of data sources were obtained from the field in the form of books, archives, magazines, and even company documents or official documents related to the focus of the research.

Analysing data stage is the most important and determining stage of a research. Further, the data was analysed to simplify the data to make it easier to be read and interpreted. In addition, the data was used in order to answer the problems discussed in the research. This analysis was conducted based on observation in the field or empirical experiment based on the data from interview, observation and documentation and conclusion was made. To generate data validity, the techniques used were:

Observational persistence, it was a series of activities made to be structured and conducted seriously and continuously to all realities in the research setting and to find features and elements in a very relevant situation with problems or events that were looking for by doing observational persistence. The researcher was expected to explain the process of how the detailed finding was done.

Triangulation of data, it was a technique of validity which used things other than the collected data to check or compare the data. The researcher collected data by using triangulation with combination of observation, interview, and documentation in the field so in collecting information it would be more focused and appropriate with the needs of the research (Gani, Soekardi & Soegiyanto K.S, 2012).

RESULTS AND DISCUSSION

Teaching with traditional games is needed not only to preserve our culture but also because it gives more educative benefits for children. Playing is significant with the children's development physically, socially, emotionally, and cognitively (Suroso, 2015).

Various traditional games are proved to be the media to optimize cognitive, social, musical, kinaesthetic, linguistic, and spiritual intellectual and teach various positive values and make people healthy (Deritani, Soegiyanto & Sulaiman, 2014).

Playing is an activity to explore and develop children's ability to jump, including understanding values of life (Billy Castyana, 2015). Through games, a person is actually creating experience. Let us do fun activities alone without being distracted by the constraints created. As already known in education world, learning activities are designed to give learning experience involving mental and physical process through interaction between students, environment and other learning sources to achieve basic competences. Education is able to form children's attitudes that become the foundation in making a whole person (Diana Darmawati, Tandiyo Rahayu & Achmad Rifai RC, 2017).

Learning experience is meant to be realised through the use of various learning approaches which focus on students. Learning experience includes life skills that need to be mastered by students. The things that need to be noted in developing learning activities are:

Learning activities are arranged to provide assistance for educators, especially teachers, in order to implement learning process professionally.

Learning activities involve a series of activities that have to be done by students sequentially in order to achieve basic competences.

The designed system is a continuous assessment system. PE teacher has to be more focus on students' processes in following learning activities (Soedjatmiko, 2015). Continuous means that all indicators are asked, and the results are then analysed to determine basic competences that have been mastered or not, and to find out the difficulties perceived by students.

The marker of basic competence achievement is the changes of behaviour that can be measured and the changes include attitudes, knowledge and skills. Indicators are developed

according to the characteristics of students, subjects, education units, potential areas, and formulated in measured and/or observational operational verbs, indicators are used as basics to make assessment tools.

It has been explained that Cultural Education and Nation Character is integrated in three things; teaching all subjects, self-development program and school culture, then it can take a role as an innovative learning media.

CONCLUSION

Based on the results of qualitative research with observation, interview and documentation technique conducted in Elementary Schools in Jekulo Subdistrict Kudus Regency on Elementary School PE teacher professional competence in implementing traditional games learning in Jekulo Subdistrict can be concluded that one of the aspects that are considered to be important in improving children's growth and development in learning process is teacher's creativeness in teaching a subject, in this case in physical education. Sports physical education and health is a subject that uses much learning media and one of them is traditional game. In addition, Sports physical education and health for elementary School, which the students are mostly children. The role includes planning, preparing, implementing, and evaluating learning and teaching activities for students. Further, through traditional games that require a lot of movements can be used as physical education learning materials. Through the modification of the games, we can cultivate education nuances by featuring sportsmanship, honesty, cooperation, and other aspects (Dewi Rosianah, Hermawan Pamot. R & Ipang Setiawan, 2013).

Traditional games also have many values such as sportsmanship, honesty, precision, agility, accuracy to determine steps and ability to work together in groups and traditional games have some elements including throwing, running, jumping, hitting, catching, and other movements in traditional games, so the elements and values are very appropriate to help achieve the goals of physical education in sports and health in

elementary schools (Asih, 2015). With traditional games, it is expected that students will have various activities so they will not feel bored in following physical education learning activity.

Suggestions of this research are (1) The role of teachers is very dominant in building students' characters so they should be able to position themselves as a role model that can show a good example in the family, school or community environment. (2) Teachers should more develop learning strategies that can make students active in learning and practicing the characteristic values and culture developing in physical education subject through traditional games. (3) Character education through traditional games in school should be supported by all parties on physical education in order to realise generations who have good character and culture in the community.

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