

Creativity of Physical Education Teachers in Learning Rhythmic and Floor Gymnastics at Senior High Schools in Kebumen Regency

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Abstract

This study aims to analyze the creativity of Physical Education (PE) teachers in teaching rhythmic gymnastics and floor gymnastics at Public Senior High School (PSHS) at Kebumen in 2021. Qualitative analytical research methodology, data collection techniques such as observation, interviewing, and documentation. Primary data include The certified PE teachers were as participant in this study, peers, and school principal, while secondary data sources include observations, interviews, and documents such as lesson plans, syllabus, annual program, semester program, and infrastructure. The study's findings indicate that: 1) In the Kebumen regency, the PE teacher used a variety of media, both audio and visual. 2) PE teacher of PSHS in Kebumen regency conducts curriculum development, chooses the right media, uses learning methods and conducts evaluations. 3) PE teachers attract attention with media, accuracy and continuous involvement of learning media. Conclusions: 1) PE teachers in Kebumen regency State Senior High Schools have a reasonably high level of imagination when it comes to learning rhythmic gymnastics; 2) PE teachers in Kebumen regency State Senior High Schools have a high level of creativity when it comes to learning floor gymnastics. 3) Students showed a strong understanding of rhythmic gymnastics and floor exercises. Suggestions: 1) To the PE teachers at Kebumen regency, continually strive to develop their creativity; 2) To the PE teachers at Kebumen regency, it is necessary to maintain a systematic and structured method. 3) Schools require additional facilities.

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INTRODUCTION

Physical education is an educational method which uses physical activity to effect changes in students' physical, mental, and emotional factors, ensuring that students develop physically, mentally, and emotionally in harmony and can connect socially. Physical education is critical for students because it allows them to be directly involved in a variety of learning experiences through physical activities, which promotes physical growth and mental development and helps students establish a healthy lifestyle (Lopes et al., 2017).

Physical education is a subject with a very broad scope of study. Rhythmic gymnastics and floor gymnastics are included in the scope of physical education, sports, and health subjects in schools, respectively (Yuniartik et al., 2017). Rhythmic gymnastics is a set of gymnastic movements performed with a succession of steps, arm swings, and body postures accompanied by regular rhythms or beats that also meet particular rhythmic, continuity, and duration requirements (Soekardi & Soegiyanto KS, 2015). Motion and rhythm are significant factors in determining a person's capacity for movement in terms of body processing skills (Soekardi, Rumini, 2015). Rhythmic gymnastics, also known as rhythmic gymnastics, is a rhythmic gymnastic movement (Bobo-Arce & Méndez-Rial, 2013). Rhythmic gymnastics can be performed with or without the assistance of tools.

Floor gymnastics is a subset of gymnastics. The term "floor" refers to the movements or forms of exercise that are performed on the floor (Siagian et al., 2020). The floor/mattress is the tool used. Floor gymnastics is also known as free learning activity (Titting, Fellyson, Hidayah, Taufik, Pramono, 2016). Because it doesn't use other objects or tools when performing it (Kemendikbud RI, 2018).

Gymnasts must possess six main physical components: speed, power, isometric and explosive strength, strength endurance, and dynamic and static flexibility (Mkaouer,

Hammoudi Nassib, Amara, & Chaabène, 2018 in Hadjarati & Haryanto, 2020).

Based on the results of observations and interviews with one of the PE teachers at PSHS at Kebumen showed that the students at the school had moderate motor skills. In an observation class XI A has less interest and motivation in PJOK lessons (Oliveira et al., 2012). Rhythmic gymnastics and floor gymnastics are still infrequently taught by physical education teachers for a variety of reasons, one of which is that studying rhythmic gymnastics and floor exercises is unnecessary and that attending just one meeting is sufficient. Additionally, there are additional factors, such as facility and infrastructural constraints. The field's lack of attention can be leveraged to introduce and improve rhythmic gymnastics and floor gymnastics in schools, particularly for high school students in grade XI who require more complicated movement coordination for their activities.

Then, in terms of physical education learning, the critical issue is how to create conditions or a process that encourages students to participate in physical education activities. One thing teachers may do is foster and develop creativity in order to create engaging learning experiences for students and mastery of PE teacher materials in order to achieve effective learning goals (Handayani, Oktia Woro Kasmini KS & Priyambada, 2016). Educators are expected to develop learning methods that adhere to competency standards and fundamental competencies, which means that the process and quality of learning must be enhanced.

As a result, the researchers are interested in conducting study on the creativity of PE teachers in teaching rhythmic gymnastics and floor gymnastics to students enrolled in state high schools with A-accreditation that have implemented the 2013 Curriculum in Kebumen Regency. The research questions are as follows: How creative are PE teachers in teaching rhythmic gymnastics at Kebumen Regency PSHS in 2021?, How creative are PE teachers in teaching floor exercise at Kebumen Regency PSHS in 2021?, and How creative are PE

teachers in utilizing rhythmic gymnastics learning media and floor exercise at PSHS at Kebumen Regency in 2021? The purpose of this study is to analyze the creativity of PE instructors in teaching rhythmic gymnastics at PSHS at Kebumen in 2021, in teaching floor gymnastics at PSHS at Kebumen in 2021, and in utilizing learning media at PSHS at Kebumen in 2021.

METHODS

This study used a qualitative analytical approach to produce spoken or written word data, using observation, interview, and documentation techniques. The purpose of this research was to analyze the creativity of PJOK teachers in teaching rhythmic gymnastics and floor gymnastics to grade XI State Senior High School students in Kebumen Regency in 2021. The school has Accreditation A status and follows the 2013 Curriculum.

Primary data sources include certified PE instructors, their colleagues, and school principals; secondary data sources include observations, interviews, and documents such as lesson plans, syllabus, Prota, Promes, and school infrastructure. The data analysis techniques used are naturalistic in nature and are based on factual circumstances without the use of engineering.

Data collection through observation, interviews, and documentation. Because the relationship between phenomena is determined by a natural background, qualitative data, such as naturalistic, inductive, and holistic analysis, must be met.

Research Instruments Grid

Creativity of PE Teachers in Rhythmic Gymnastics Learning

The ability of teachers to develop curriculum. The teacher is able to translate, describe and transform the values contained in the rhythmic gymnastics curriculum to students. Planning, implementing, and evaluating the rhythmic gymnastics curriculum.

Teacher's ability to make lesson planning program (RPP). The teacher designs lesson plans based on the syllabus and in accordance with the 2013 curriculum. The teacher makes RPP according to the material to be taught (rhythmic gymnastics).

The ability of teachers in the implementation of learning. The teacher can explain the purpose of implementing rhythmic gymnastics learning activities. The teacher gives apperception by giving examples of rhythmic gymnastics variation movements by inviting students to follow the movements. Then students are given the opportunity to do their own rhythmic gymnastics with the supervision of the teacher.

The teacher's ability to select and use media. The teacher is able to determine learning resources / learning media for rhythmic gymnastics. The teacher delivers material in the form of rhythmic gymnastics using a variety of media, such as audio-visual (video) or other media.

The ability of teachers to choose and use learning methods. Accuracy in determining rhythmic gymnastics learning methods according to school conditions and student abilities. Teachers are able to use various rhythmic gymnastics learning methods.

The ability of teachers to evaluate learning. Teachers are able to evaluate learning by assessing students' rhythmic gymnastics movements to be used as psychomotor assessments. The teacher gives assignments to students to do in class/at home on the material that has been taught.

Creativity of PE Teachers in Floor Gymnastics Learning

The ability of teachers to develop curriculum. The teacher is able to translate, describe and transform the values contained in the floor gymnastics curriculum to students. Planning, implementing, and evaluating the floor gymnastics curriculum.

Teacher's ability to make lesson planning program (RPP). The teacher designs lesson plans based on the syllabus and in accordance with the

2013 curriculum. The teacher makes RPP according to the material to be taught (floor exercise).

The ability of teachers in the implementation of learning. The teacher can explain the purpose of implementing floor gymnastics learning activities. The teacher gives apperception by giving examples of variations in floor gymnastics by inviting students to follow the movements. Then students are given the opportunity to do floor exercises themselves under the supervision of the teacher.

The teacher's ability to select and use media. The teacher is able to determine learning resources / learning media for floor gymnastics. The teacher conveys material in the form of floor exercise using various media, such as audio-visual (video) or other media.

The ability of teachers to choose and use learning methods. Accuracy in determining rhythmic gymnastics learning methods according to school conditions and student abilities. The teacher is able to use a variety of floor gymnastics learning methods.

The ability of teachers to evaluate learning. Teachers are able to evaluate learning by assessing students' floor exercise movements to be used as psychomotor assessments. The teacher gives assignments to students to do in class/at home on the material that has been taught.

Creativity of PE Teachers in utilizing rhythmic gymnastics learning media and floor gymnastics at Kebumen Regency PSHS

The teacher's ability to attract attention with the given media. The teacher is able to provide media that makes students' attention to learning rhythmic gymnastics and floor gymnastics increase. The media used is able to make it easier for students to learn the material contained in each material.

The teacher's ability to provide media accuracy. The media used is easy to apply by teachers and students. The media used is able to represent the learning message.

Media involvement is provided continuously. The teacher is able to use various

types of media and, teachers are able to use learning media in every situation and condition.

RESULT AND DISCUSSION

This research was conducted in Kebumen Regency, Central Java. SMA Negeri is located throughout Kebumen Regency, from the Banyumas border to the Purworejo border. The study's findings indicated that 1) PE teachers in Kebumen district developed curriculums in schools according to the unique characteristics of each school, 2) PE teachers in Kebumen district always planned lessons when learning, 3) PE teachers in Kebumen district effectively taught rhythmic gymnastics, and 4) PE teachers in Kebumen regency appropriately selected and used media, 5) PE teachers in Kebumen regency have chosen and used appropriate learning methods according to their respective situations and conditions, 6) PE teachers in Kebumen regency always evaluate learning, 7) PE teachers in Kebumen district are able to attract students' attention through the selected media, 8) PE teachers in Kebumen district are able to choose the right media in learning rhythmic gymnastics and floor exercise, 9) PE teachers in Kebumen district are able to use media continuously according to the situation and conditions of each school.

According to the researchers' data and analysis of PE learning under pandemic settings, specifically through Distance Learning (DL), PE teachers in Kebumen Regency had a high teaching quality. This quality was strengthened by a PE teacher's ability to make effective use of available resources and a variety of media to enhance teaching and learning activities, particularly in the present distance learning. This creativity is seen in the use of a variety of media, both auditory and visual, by PJOK teachers. According to the Munandar concept outlined in (Pusfita & Fitriyani, 2014), the teacher can combine new teaching things according to the data obtained from various sources.

The results of the analysis of PE teachers' creativity in floor gymnastics learning are as follows: 1) PE teachers in Kebumen regency

develop curriculums in schools according to the unique characteristics of each school, 2) PE teachers in Kebumen district always plan lessons prior to learning, 3) PE teachers in Kebumen regency conduct learning effectively, and 4) PE teachers in Kebumen regency have chosen and used media appropriately in accordance with the situation in each school 6) PE teachers in Kebumen regency were constantly evaluating students' progress.

The PE teacher developed the curriculum during the pandemic time, taking into account the existing circumstances and conditions. Article 7 of Law No. 14 of 2005 on Teachers and Lecturers states: "A person owes a responsibility to promote the quality of education, faith, piety, and noble character." As a result, the PJOK teacher's commitment to curriculum development has been made with a careful understanding of the law's pledges to enhancing education considering the existing circumstances and conditions. Another justification is provided (Ruhayati et al., 2009:17). "To ensure the effectiveness of teaching, PJOK teachers must be creative, as the actions devised by the teacher to accomplish Physical Education goals are one measure of teacher performance." Based on the study's findings and the opinion stated previously, it can be inferred that PJOK teachers in Kebumen Regency have considerable originality when it comes to teaching Floor Gymnastics. This creativity is evident in the implementation of Floor Gymnastics curriculum at Kebumen Regency Public High School, which is planned and systematic according to the Learning Implementation Plan.

The following are the findings from the analysis of PE teachers' creativity in using learning media: 1) Through the use of appropriate media, PE teachers in Kebumen district can catch students' attention. 2) that PE teachers in Kebumen regency can select the appropriate media for rhythmic gymnastics and floor gymnastics instruction. 3) PE teachers in Kebumen regency can used media on a constant basis, depending on the context and circumstances of each school.

The use of media is not focused on only one media, but used several other media that are dominantly used by students. This is in accordance with the statement of (Sunarto, 2018) explained creativity as follows: "Creativity is a universal characteristic that pervades all elements of the world of life around us." Based on this, the authors discuss how the PE teacher's creativity in attracting attention through the media offered has been maximized by using contemporary or viral media such as Tik-Tok, Instagram, and others. (Sulaiman, 2016:74) explained "As a teacher, a learning agent, and a change agent, a teacher must have a strong work ethic that encompasses the entirety of dedication and service loyalty," he explained. This explanation shows that the accuracy of the media produced by PE teachers, particularly during this pandemic time, is a result of the teacher's work ethic as the main actor in the learning process. (Herawati, 2018) described the meaning of learning: "Learning is defined as the process of changing an individual's behavior as a result of their contact with their environment." Change refers to the fact that a person's knowledge, skills, and attitude change as a result of the teaching and learning process. Based on this concept, the researcher ties the process of continuous engagement with learning media to be conducted with the COVID-19 pandemic situation, highlighting the significance of learning to students even when the process was virtual.

CONCLUSION

The research findings: 1) PE teachers in Kebumen Regency are creative in their approach to teaching rhythmic gymnastics. This creativity is shown through the use of media, both audio and visual, by PE teachers; 2) PE teachers in Kebumen Regency are innovative in their approach to teaching Floor Gymnastics. This creativity is evident in the implementation of Floor Gymnastics curriculum at Kebumen Regency Public High School, which is planned and systematic according to the Learning Implementation Plan. This is also evident when

teachers implement teaching methods and conduct learning evaluations. 3) Students comprehend the material for Rhythmic Gymnastics and Floor Gymnastics because PE instructors can use a variety of media as a learning tool. Recommendations: To PE teachers of PSHS at Kebumen Regency, always increase creativity in learning rhythmic gymnastics and floor gymnastics, specifically by using the or modifying media, both audio and visual, to the greatest extent possible to accomplish learning objectives. It is necessary to continue using systematic and structured techniques to teach rhythmic gymnastics and floor gymnastics in order for students to understand the material. The requires facilities and infrastructure to be used for Rhythmic Gymnastics and Floor Gymnastics instruction to be conducted instruction optimally.

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