

## Evaluation of the Creativity of Physical Education Teachers in Sports and Health at Private Elementary Schools in Pedurungan District

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### Abstract

Quality and quality education is determined by educators (teachers). The research objectives are (1) to evaluate the originality factor of the creativity of PE teachers; (2) to evaluate the creativity elaboration factor of PE teachers; (3) to evaluate the creativity flexibility factor of Private Elementary School PE teachers in Pedurungan District, Semarang City. This research is maxed method research using a quantitative descriptive approach. This study's data sources were Principals, PE teachers, and elementary students in the Pedurungan sub-district, Semarang City. The data analysis used is descriptive analysis, classified into two groups of data: quantitative data in the form of numbers and qualitative data in words or symbols. The results of this study (1) Originality factor, the results of reliability calculations from item statement items. Which has been tested  $r < 0.67$  Weak interpretation. (2) the elaboration factor of the PE teacher's creativity, the elaboration factor of 9 items that have been tested,  $r < 0.67$  Weak interpretation. This is because PE teachers only learn by relying on the material in printed books. The lack of variation in the movements and the learning feels monotonous (3) flexibility factor The creativity of the PE teacher flexibility factor is 11 items tested with  $r < 0.67$  unique interpretation.. Based on the study's results, it was concluded that the flexibility factor had been implemented well in the three creative factors of PE teachers in the Pedurungan sub-district. Applying the originality and elaboration factor of PE teachers in the Pedurungan sub-district is still weak.

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## INTRODUCTION

Physical education has pedagogical targets, namely physical changes, habits and dexterity, knowledge and understanding and appreciation of attitudes and ideals (Arfianto, 2013). Therefore, education is incomplete without physical education, because motion as a physical activity is the basis for humans to know the world and themselves which naturally develops in line with the times. Physical education subjects in Indonesia have changed names several times, the last name in the 2013 curriculum is physical education, sports and health (Alaswati, Rahayu, & Raffy Rustiana, 2016). Physical education, sports and health is an important part and an integral component of education. The primacy of physical education in sports and health is evidenced by its unique contribution to the growth and development of students (Andika, Wardiah, & Daryono, 2020).

Education has a pedagogical goal, therefore learning is incomplete without physical education. Physical education as part of compulsory subjects in schools and has an important role in the development of student behavior to approach the perfection of life, as explained by oleh (Yuniartik, Hidayah, & Nasuka, 2017). Physical education is a learning process that utilizes fitness activities as a medium to achieve holistic change in the overall development of the individual (Pratana, Soegiyanto, & Soekardi, 2012). The stipulation of physical education, sports and health as subjects that must be given in schools has verified the value of physical education taught from elementary school (SD) to high school (SMA) (Riza, Soegiyanto, & Rustiana, 2012).

Sports and health physical education is a learning process through physical activities designed to improve physical fitness, develop motor skills, knowledge and healthy and active living behavior, sportsmanship and emotional intelligence (Belhaj, Soegiyono, & Hidayah, 2015). Physical education, sports and health are media to encourage physical

growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (attitude, mental, emotional, sportsmanship, spiritual, social), as well as habituation of healthy lifestyles that lead to stimulating balanced growth and development of physical and psychological qualities (Rahayu, 2014).

Quality and quality education is determined by educators (teachers). Through quality education, it is hoped that national education goals can be achieved. The teacher or educator is a subject that most determines the achievement of educational goals (Gandasari & Manurung, 2020). To achieve educational goals, teachers must have expertise in their fields, this is influenced by their competence. Teacher quality is a very important issue in education, and teacher qualification is an important component in the education of teachers. Qualified teachers must have the ability to use various learning methods in the classroom to meet the needs of students. Formal education can, of course, be proven by a diploma while the feasibility and equivalence test is obtained through certification. The qualifications consist of educational background, age and teaching experience.

Learning game and sports material can run successfully and smoothly, which is largely determined by several elements, including teachers, students, curriculum, facilities and infrastructure, goals, methods, a supportive environment, and assessment (Yudaparmita & Adnyana, 2020). The teacher is the element that most determines the success of the physical education learning process, but to be more successful in achieving learning goals, it must be supported by other elements as mentioned (Darmawati, Rahayu, & Rifai RC, 2017). One of the supporting factors for the success of Physical Education and Sports is the facilities and infrastructure, if any, are in accordance with the number and needs of students. The availability of facilities and infrastructure greatly affects the success of the objectives of

the physical education and physical education learning process (Hudah, Widiyatmoko, Pradipta, & Maliki, 2020). In general, physical education learning in schools experiences obstacles, especially the lack of facilities and infrastructure. But after the authors made direct observations to several schools, most schools already have facilities and infrastructure to support teaching and learning activities.

Educational facilities and infrastructure are important components in learning activities (Jannah & Sontani, 2018). The existence of adequate facilities and infrastructure will reflect the quality of educational learning, so that the objectives of education, especially in the current observations in the field of Physical Education, will be achieved properly. The facilities and infrastructure in the physical education learning process are very useful for the smooth learning process. An effective learning process is supported by a good curriculum, professional education staff, and utilizing learning resource facilities, for example by utilizing the field for sports activities so that they can be put to good use.

Through the observations of researchers conducted at private elementary schools in Pedurungan District, Semarang City, there are 4 elementary schools, namely: 1) Islamic Cahaya Ilmu SDS, 2) IT Al Mawaddah SDS, 3) Kemala Bhayangkari 02 SDS, 4) Budi Luhur Elementary Schools. The problem faced by PE teachers is the limited infrastructure and learning media. The problems faced by PE teachers at Private Elementary Schools in Pedurungan Subdistrict, Semarang City must be supported by the creativity of PE teachers as educators. Physical education teachers must have strategies and creativity in the learning process of game and sports material so that all students can be actively involved in learning activities. If learning can run smoothly, then the objectives of learning game and sports material can be achieved optimally. Therefore, the development of ideas or ideas

and creative teacher learning behavior is an important factor in achieving adequate learning objectives.

From this description, the researcher wants to discuss the creativity of PE teachers by reviewing and integrating from the teacher and students side. From the teacher's side, it is related to the meaning or meaning of teaching that comes from the teacher himself, while from the student side it is related to the meaning or meaning of student learning itself. On that basis, the researchers put forward their thoughts to study about "Evaluating the Creativity of Teachers of Physical Education, Sports and Health in Private Elementary Schools in Pedurungan District, Semarang City.

## **METHOD**

The design of this study used a mixed method research. There are three types of research designs in mixed law research. The researcher collects both quantitative and qualitative data, combines quantitative and qualitative data analysis methods in the analysis, and interprets the results together, an interesting phenomenon. This quantitative data was obtained through in-depth interviews with participants. Qualitative methods are used to obtain an overview of the profile of teachers in PE learning. In addition, this method is also to determine the creativity of PE teachers in developing learning strategies, therefore using an interview instrument to PE teachers. As for the quantitative method used to analyze the creativity of teachers through 3 factors, namely 1) Originality factor, 2) Elaboration factor, 3) Flexibility factor using a questionnaire instrument.

The study was conducted in the city of Semarang, the population in this study were teachers of PE Private Elementary Schools, Pedurungan District, Semarang City. The total sample in this study were all PE teachers in Private Elementary Schools, Pedurungan District, Semarang City.

**Table 1.** Research Population

Statement	Vetry Often	Often	Rarely	Never
Positive	4	3	2	1
Negative	1	2	3	4

The data collection technique in this study is a self-inventory approach, meaning that data obtained from individuals individually, because those who know best about each other's circumstances and know their abilities, state the circumstances and their appreciation according to the individual as it is. In this study, the technique and data collection used a questionnaire method. This questionnaire also provides an opportunity for respondents not to write down their names.

**Table 2.** Score Category Likert Scale

No	School name	Total number of teachers
1	SD Budi Luhur	1
2	SD Cita Bangsa	1
3	SD Islam Cahaya Ilmu	1
4	SD Islam Kasih Ibu	1
5	SD Islam Nurul Qomar	1
6	SD Islam Permadana	1
7	SD IT AL Mawaddah	1
8	SD IT Harapan Bunda	1
9	SD Budi Luhur	1
10	SD Kanisius Tlogosari Kulon	1
11	SD Katolik Sang Timur	1
12	SD Kemala Bhayangkari 02	1
13	SD Muhammadiyah 08	1
14	SD Petra	1
15	SD PL Tarsisius	1
16	SD Supriyadi	1
17	SD Supriyadi 02	1
	Jumlah	17

The questionnaire was prepared in the form of positive and negative statements, and the scoring between positive and negative statements was different. Positive statement

of statement very often (SS) with a score of 4, often (SR) a score of 3, Rarely (JR) a score of 2 and Never (TP) a score of 1. For negative statements, the alternative statement is very often (SS) with a score of 1, often (SR) a score of 2, Rarely (JR) score 3 and Never (TP) score 4.

The data analysis used is descriptive analysis where if the data has been collected, then it is classified into two groups of data, namely quantitative data in the form of numbers and qualitative data expressed in words or symbols (Arikunto, 2006: 239). Statistical analysis includes descriptive analysis to calculate the hypothetical mean, standard deviation and frequency distribution.

## RESULTS AND DISCUSSION

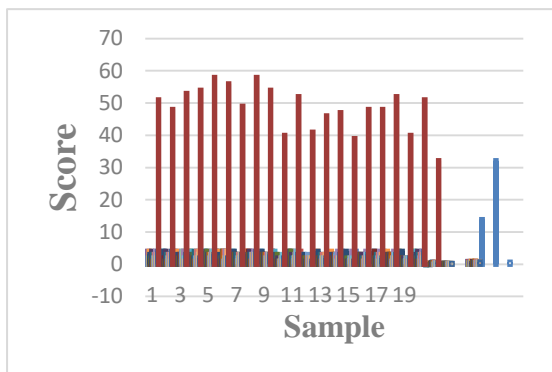
### Originality Factor

The originality factor of the PE teacher's creativity which includes the suggestion of ideas, freedom of opinion, responsibility, firm stance contained in a PE teacher to support creativity in teaching in schools. The study was conducted in 17 private elementary schools in the Pedurungan sub-district, Semarang City, with 20 PE teachers.

The results of the originality factor questionnaire conducted by PE teachers found that the creativity of sports and health physical education teachers faced students who were less active in learning sports and health physical education from the originality factor measured by a questionnaire totaling 19 items. From the results of data analysis, the ideal maximum value is 58, the ideal minimum value is 39. The total variance is 32.18 and the reliability is 0.625. It was concluded that the results of the reliability calculation of the items in the statement of the creativity of the PE teacher, the originality factor that had been tested, had  $r < 0.67$  Weak interpretation.

The histogram of the creativity of sports and health physical education teachers facing students who are less active in learning

sports and health physical education from the originality factor is as follows:



**Figure 1.** Graph of Originality Factor Questionnaire Results

Creativity factor originality was measured by a questionnaire totaling 29 items resulting in validity 32.18, R table 0.26, number of item variants 13.94, total variance 32.187 and reliability 0.625 so that it can be concluded that teacher creativity in the originality factor of Private Elementary Schools in Pedurungan City District Semarang is classified as weak.

From the results of the interview, it can be concluded that PE is carried out for 2 hours of learning a week. The warm-up was exemplified by the PE teacher and led by one of the students at the front. PE teachers are required to be creative in presenting PE material to invite students to be active in exercising. The evaluation carried out by the principal is routinely carried out once a month. Teaching administration such as lesson plans, syllabus, and teaching materials must be collected as school evaluation materials in improving the quality of learning.

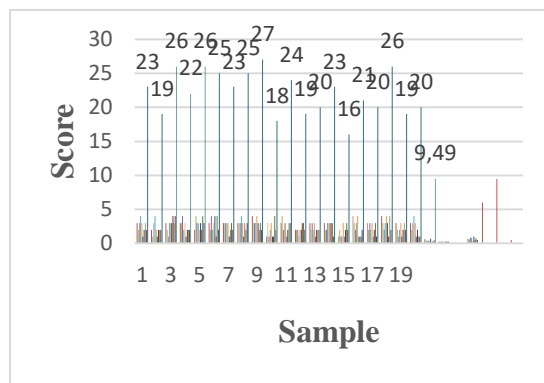
**Elaboration Factor**

The elaboration factor of the PE teacher's creativity which includes curiosity, being active, independent, and trying new things in a PE teacher to support creativity in teaching in schools. The research was conducted in 17 private elementary schools in the Pedurungan sub-district, Semarang City,

with 20 PE teachers with a 9-point questionnaire.

The results of the elaboration factor questionnaire conducted by PE teachers found that the creativity of sports and health physical education teachers faced students who were less active in learning sports and health physical education from the originality factor measured by a questionnaire totaling 9 items. From the results of data analysis, the ideal maximum value is 27, the ideal minimum value is 16. The total variance is 5.97 and reliability is 0.49. It was concluded that the results of the calculation of the reliability of the statement items of the PE teacher's creativity of the elaboration factor were 9 items that had been tested with  $r < 0.67$  Weak interpretation. This is because PE teachers do learning only by relying on material in printed books. Lack of variety of movements given and learning feels monotonous.

The histogram of the creativity of sports and health physical education teachers facing students who are less active in learning sports and health physical education from the elaboration factor is as follows:



**Figure 2.** Graph of Elaboration Factor Questionnaire Results

The creativity of the elaboration factor was measured by a questionnaire totaling 9 items, resulting in validity of 9.49, R table 0.26, number of item variants 5.97, total variance 9.49 and reliability 0.495 so that it can be

concluded that teacher creativity in the elaboration factor of Private Elementary Schools in the District Pedurungan Semarang City is classified as weak.

From the results of the interviews, it can be concluded that PE is carried out more in the field. PE teachers are provided with printed books as learning reference materials. Teachers are given the freedom by the school to be creative in providing learning materials to students. In the learning process of the PE teacher after giving the material, students are given the opportunity to play.

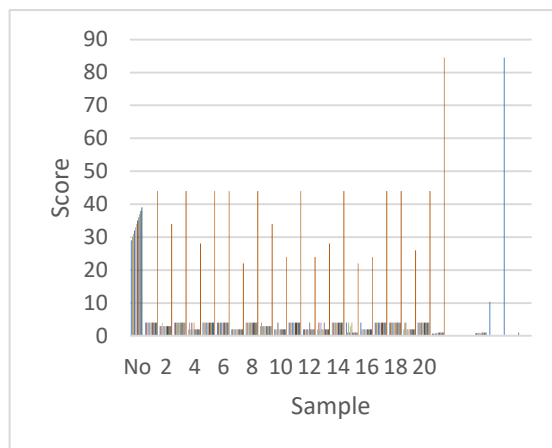
**Flexibility Factor**

The flexibility factor of the PE teacher's creativity which includes skill, combination of motion, locomotor, non-locomotor, and manipulative contained in a PE teacher to support creativity in teaching in schools. The study was conducted in 17 private elementary schools in the Pedurungan sub-district, Semarang City, with 20 PE teachers with 11 item questionnaires.

The results of the flexibility factor questionnaire conducted by PE teachers found that the creativity of sports and health physical education teachers in dealing with students in learning sports and health physical education from the flexibility factor was measured by a questionnaire totaling 11 items. From the results of data analysis, the ideal maximum value is 44, the ideal minimum value is 22. The total variance is 84.51 and the reliability is 1.044. It was concluded that the results of the calculation of the reliability of the statement items of the PE teacher's creativity of the flexibility factor were 11 items that had been tested with  $r < 0.67$  special interpretation. This is because the PE teachers make variations in the warm-up not only monotonous and passive. When giving learning materials, the PE teacher gives basic movements first, such as non-locomotor and manipulative locomotor movements.

The histogram of the creativity of sports and health physical education teachers

facing students who are less active in learning sports and health physical education from the flexibility factor is as follows:



**Figure 3.** Graph of Flexibility Factor questionnaire results

The creativity of the elaboration factor is measured by a questionnaire totaling 11 items, resulting in validity of 84.51, R table 0.26, number of item variants 10.32, total variance 84.51 and reliability 1.0445 so that it can be concluded that teacher creativity in the flexibility factor of Private Elementary Schools in Pedurungan District, Semarang City is classified as special.

From the results of the flexibility factor interview, it can be concluded that the warm-up is done by playing variations, so that the children become enthusiastic to continue to the learning material. PE learning begins with doing basic movements such as non-locomotor and manipulative locomotor movements. The use of learning media is a supporting factor in PE learning so that students continue to move during learning.

**DISCUSSION**

The effectiveness of physical education education, the teacher must have creativity, because 13 of the steps developed by the teacher to achieve a physical education goal are a manifestation of the success of a

teacher. In teaching and learning activities, especially in physical education learning, it can be seen as an art and science (Fajri, 2020). As an art, learning is seen as an activity process that demands intuition, creativity, improvisation, and expression from a teacher.

Teachers have the freedom to make decisions and take action for the learning process as long as they can be accounted for in accordance with the prevailing view of life and ethics. So the teacher does not have to be fixated and bound by the existing teaching science formulas. Because physical education is seen as an art and a science, teachers are required to have creativity and create students to be creative individuals as well. To create creative students is not easy, it is necessary to have a good strategy or method in the learning process and arranged in such a way as to produce a quality learning process (Kusuma & Winarno, 2018).

There are several factors that hinder a teacher in increasing creativity, Internal Factors: fear of taking risks, fear of criticism, lack of creative effort, lack of confidence. Some of the obstacles from external factors are: family environment, school, and community. The limitations of learning media are factors that affect the creativity of a teacher. The lack of supporting facilities, especially PE learning, is a very difficult thing to let go of (Asia, 2016). Based on the Law on Teachers and Lecturers Number 14 of 2005 in Chapter I Article 1 it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. It is also explained in Chapter II Article 4 that the position of a teacher as a professional has the function of increasing dignity and the teacher as an agent of learning functions to improve the quality of national education. In addition, in Chapter III Article 7 it is explained that teachers are

professionals in carrying out their work (Budi & Rumini, 2015).

Through this physical activity, it is hoped that educational goals covering the cognitive, affective, physical, and psychomotor domains can be realized. The form of physical activity presented in physical education learning can be in the form of sports or non-sports. Sports such as athletics, gymnastics, games, martial arts, and aquatics, are non-sports in the form of playing, modification of sports, and other physical activities (Wilandika, 2020). Physical education teachers as professionals must have basic skills in every sport taught in schools in accordance with the curriculum that was in effect at that time. The profession of Physical Education and Physical Education teachers is generally the same as other subject teachers in general, but in particular there are differences in principles and this is its own characteristic. Physical education teacher's job is not only to convey material that is physical and motoric, but all domains must be conveyed to students through complete learning and education (Qomarrullah, 2015).

## CONCLUSION

The conclusion of this study is that the originality factor in the creativity of PE teachers at Pedurungan Elementary Schools, Semarang City is classified as weak. This is due to a lack of inner ideas about the variety of material presented, only relying on printed books from schools. Movement variations in the provision of material is still minimal. The elaboration factor in the creativity of PE teachers at Pedurungan Elementary Schools, Semarang City is relatively weak. This is because learning is carried out only monotonously, not interspersed with games in the core of learning. Teachers are less aware of the movements that are too difficult given to students making students lazy to imitate them. The flexibility factor in the creativity of PE teachers at Pedurungan Elementary Schools, Semarang City is

classified as special. This is because every PE teacher warms up already with the variations given to students.

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