

## Creativity of Physical Education Teachers in Elementary School Learning in Kaliwungu District

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### Abstract

Qualified educators are needed to develop educational progress. The purpose of this research is to analyze the ability factors of PE teachers in elementary school learning, to analyze the driving factors of the PE teacher's school environment in elementary learning, to analyze the open attitude of accepting new things for PE teachers. Quantitative descriptive research method. Analysis of qualitative data and numerical data using quantitative analysis. Data sources in this study were school principals, PE teachers, and elementary school students in Kaliwungu District. Qualitative data collection techniques are observation, interviews, and documentation. The results of the PE teacher's ability factor research obtained a reliability value of 0.88, so the PE teacher's ability factor was classified as good. Of the 23 PE teachers, 5 teachers have very high teaching abilities, 12 teachers were classified as high, and 6 teachers as moderate. The school environment push factor has a reliability value of 0.912, so the school environment push factor is classified as good. 7 PE teachers use the school environment very highly, 9 teachers were classified as high, and 7 PE teachers were classified as moderate. The attitude factor for accepting new things has a reliability value of 0.95, so the attitude factor for accepting new things is special. 5 PE teachers accepted new things highly, 15 PE teachers were classified as high, and 3 PE teachers as moderate. Conclude that of the three PE teacher creativity factors, there are no teachers who are classified as low or very low.

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## INTRODUCTION

Education has pedagogical goals, therefore education is incomplete without Physical, Sports and Health Education (Yuniartik, Hidayah, & Nasuka, 2017). Physical education as one of the subjects in schools has an important role in the development of student behavior (Kurniawan, Rahman, & Soegiyanto, 2015). Sports and Health Physical Education Learning (PE) is a national program implemented based on the Indonesian curriculum and required learning in the school setting, from elementary to senior high schools.

The goals of physical education are a healthy lifestyle, physical fitness, and the development of attitudes such as sportsmanship, honesty, discipline, responsibility, cooperation, confidence, and democracy. Physical education also aims to develop movement abilities and skills in various games and sports. It also aims to maintain physical fitness through physical activity and sports (Andika, Wardiah, & Daryono, 2020). Physical education has so far been implemented with a focus on teaching sports branches that, by their very nature, lead to a thorough technical understanding of the sports being taught (Belhaj, Soegiyono, & Hidayah, 2015).

The standard curriculum of educational institutions includes physical education. Along with physical development, PE learning aims to help students reach their full potential regarding knowledge, reasoning, and emotional development (Abdullah, 2017). According to (Yudaparmita & Adnyana, 2020) Physical education is a crucial component of general education that emphasizes healthy lifestyles and physical activity for balanced, harmonious, and healthy growth and development on all fronts—physical, mental, social, and emotional. Every person must take responsibility for their own need for education. In order to improve the dignity, welfare, and quality of the nation's education, it is necessary to make efforts to advance the development of the education sector (Irwanto, 2019). For this reason, qualified educators are needed to develop educational progress.

In essence in achieving educational goals there are three components that must exist, these

components include teachers, teaching materials and students (Abdullah, 2017). Educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service (Prawiro, 2021). Educators in each educational unit have their standards. Qualified educators or teachers are teachers who can understand the development of the curriculum implemented by the educational unit. In addition, the teacher must also be able to apply it during the learning process to students properly (Naziha, Maula, & Sutisnawati, 2020).

The teacher is freed to develop the learning process creatively without being burdened with the tasks of compiling a syllabus which takes up much time and requires technical mastery of preparation which is very burdensome for the teacher (Hall-López, 2020). To help teachers to prepare for creative learning, the teacher prepares the concept of PE learning planning through several existing references. According to (Sugiyono, 2006), Planning entails preparing the steps that will be taken to achieve the predetermined objectives. The preparation of lesson plans is a form of planning in education. Educators are professionals whose responsibilities include planning and implementing the learning process, evaluating learning outcomes, providing mentoring and training, conducting research, and performing community service.

According to the findings, there are 23 PE teachers in Kaliwungu Regency, with an average of one per school. The elementary schools in Kaliwungu Regency have better facilities than those in Kendal Regency's other districts. The facilities and infrastructure of the PE learning process are extremely beneficial to the learning process's smooth operation (Corbin, 2021). Primary school educators encounter a significant challenge in devising enduring educational strategies. Acquiring knowledge and skills related to planning necessitates a creative and ongoing approach. The execution of the learning process is carried out by utilizing available resources and facilities in an improvised manner. Enhancing students' physical fitness through active and enthusiastic engagement in Physical Education

(PE) classes at school necessitates the creativity of Physical Education (PE) instructors.

The educational process relates to teaching and learning activities, on the other hand in the assessment process is an activity that is attempted to measure the success of the education provided (Riza, Soegiyanto, & Rustiana, 2012). Using suitable educational materials also plays a role in ascertaining the degree of achievement in the learning process. In order to optimize the teaching and learning process and prevent student disengagement, it is recommended to employ diverse media following the prescribed curriculum (Vilchez, Kruse, Puffer, & Dudovitz, 2021).

The researcher aims to examine the creativity of Physical Education (PE) teachers by evaluating and integrating perspectives from the school, teachers, and students. From an educational standpoint, it pertains to acquiring Physical Education infrastructure. From an educator's perspective, the focus is on teaching creativity to enhance student motivation in sports. The researcher selected the title of their thesis research through a particular process. "Creativity of Physical Education Teachers in Learning Elementary Schools in Kaliwungu District."

## METHODS

The present study used a mixed-methods research design. This study used qualitative and quantitative research methods to elucidate and characterize natural phenomena. The research involved analyzing data and interpreting the results of quantitative data, utilizing the outcomes of data obtained from an ongoing process. The quantitative data was acquired via comprehensive interviews conducted with the participants.

Qualitative research methods are employed to comprehensively understand teacher profiles in Physical Education learning. Furthermore, this approach is employed to assess the ingenuity of PE teachers in formulating educational strategies, necessitating the utilization of interviews with PE teachers. The present study employs a quantitative approach to examine teacher creativity, operationalized through three distinct factors: 1) PE teacher Ability, 2) School

Environment Encouragement, and 3) Open Attitude towards Novelty. The data collection instrument utilized in this study is a questionnaire. The study was conducted across 23 primary educational institutions in the Kaliwungu district. The entirety of the sample population in this research comprised Physical Education teachers employed at Kaliwungu Elementary School, located in Kendal Regency. The present investigation employed the questionnaire method for data collection and analysis. The questionnaire allows respondents to abstain from disclosing their identity in writing.

**Table 1.** Likert Scale Category Score

Statement	Very Often (VO)	Often (O)	Rarely (R)	Never (N)
Positive	4	3	2	1
Negative	1	2	3	4

The questionnaire was prepared in the form of positive statements and negative statements, and the scoring between positive and negative statements was different. Positive statements from statements very often (VO) with a score of 4, often (O) a score of 3, Rarely (R) a score of 2 and Never (N) a score of 1. For alternative negative statements very frequent statements (VO) with a score of 1, often (O) score 2, Rarely (R) score 3 and Never (N) score 4.

The methodology employed for data analysis was descriptive analysis, which involved classifying collected data into two distinct categories: quantitative data, represented by numerical values, and qualitative data, expressed through linguistic or symbolic means. (Arikunto, 2006: 239). Statistical analysis includes descriptive analysis to calculate the hypothetical mean, standard deviation and frequency distribution.

## RESULT AND DISCUSSION

### PE Teacher Ability Factor

The PE teacher's ability factor is related to observing PE learning which includes overcoming problems before teaching and overcoming problems when teaching within a PE teacher to support creativity in teaching at school. The

research was conducted at 23 elementary schools, with 23 PE teachers.

The results of the teacher's ability factor questionnaire obtained the creativity of physical education teachers in overcoming physical education learning problems from the teacher's ability factor as measured a questionnaire totaling 24 items. From the results of the data analysis, it was obtained that the max value was 4, and the ideal min value was 1. The total variance was 14.8, and the reliability was 0.88. It was concluded that the results of the reliability calculation of the item statement items Creativity factor ability of PE teachers who had been tested  $r < 0.88$  interpretation of reliability was Egood.

The creativity of the PE teacher's ability factor, which consists of 24 statements given by 23 elementary school PE teachers in Kaliwungu District, Kendal Regency, obtained 5 PE teachers who have very high teaching abilities, 12 PE teachers who have high teaching abilities and 6 PE teachers who have teaching abilities currently. There were no PE teachers who had teaching skills at low and deficient levels.

**Table 2.** PE Teacher Ability Factor Interval Class

Category	%Interval	Frequency
Very High	$\geq 87$	5
High	72-86	12
Moderate	56-71	6
Low	41-55	0
Very Low	$\leq 40$	0

Based on the findings from interviews and questionnaire analyses, Physical Education teachers are proficient in lesson preparation and utilize available learning resources to implement their lessons. The majority of schools situated in the Kaliwungu District possess adequate sports facilities.

**School Environment Encouragement Factors**

Factors driving the school environment for PE teacher creativity include utilizing infrastructure and modifying learning facilities to support creativity in teaching at school. The research was conducted in 23 elementary schools

in the Kaliwungu district, with 23 PE teachers using a 24-item questionnaire.

From the results of the data analysis, it was obtained that the max value was 4, and the min value was 1. The total variance was 16.06, and the reliability was 0.912. It was concluded that the results of the reliability calculation of the PE teacher's creativity statement items, the school environment push factor, as many as 24 items that had been tested,  $r < 0.912$ , the interpretation of reliability was quite good. This is because PE teachers do learning by utilizing tools around the school, and PE teachers modify PE learning facilities.

This study aimed to assess the impact of PE teacher creativity on the school environment. A total of 24 statements were administered to 23 PE teachers at Elementary Schools in Kaliwungu District, Kendal Regency. The results indicated that 7 PE teachers exhibited a high drive for creativity in the school environment, 9 PE teachers exhibited a high drive for creativity in the school environment, and 7 PE teachers exhibited a moderate drive for creativity in the school environment. None of the Physical Education teachers exhibited creativity in the school environment, particularly at low and very low levels.

**Table 3.** School Environment Encouragement Factor Interval Class

Category	Percentage	Frequency
Very High	$\geq 87$	7
High	69-86	9
Moderate	56-68	7
Low	49-55	0
Very Low	$\leq 40$	0

The conclusion obtained from the results of interviews and filling out the questionnaire is that PE teachers have implemented learning by utilizing school environmental infrastructure. In schools that have limited sports facilities, PE teachers are required to modify and duplicate sports equipment to support the learning process.

**Open-minded Attitude Factor Accepting New Things**

The open-mindedness factor accepts new things. PE teacher creativity, which includes new ideas in learning, and the flexibility PE teachers possess to support creativity in school-based instruction. The research was conducted in 23 elementary schools in the Kaliwungu district, Kendal Regency, with the participation of 23 PE teachers and a questionnaire containing 24 statement items.

The creativity of Physical Education teachers, as measured by a questionnaire containing 24 items, was determined based on the results regarding the PE teachers' willingness to accept new ideas. According to the results of the data analysis, the maximum value was 4, and the minimum value was 1. 12,40 was the total variance, and 0.95 was the reliability. It was determined that the results of the reliability calculation of the PE teacher's creativity statement items were receptive to new information for as many as 24 items that had been tested  $r = 0.95$  interpretation of special reliability. This is due to the PE teacher's combination of fundamental exercise movements and play. PE teachers can accept new developments in sports science.

The creativity of PE teachers is the factor of being open to new things, which consists of 24 statements given to 23 PE teachers at Elementary Schools in Kaliwungu District, Kendal Regency. It is obtained that 5 PE teachers have the creativity factor, the attitude of being open to new things is very high, 15 PE teachers have the creativity open-minded attitude factor in accepting new things is high, and 3 PE teachers who have creativity factor open attitude to accept new things are moderate. There are no PE teachers who have the creativity factor of an open attitude to accept new things at low and very low levels.

**Table 4.** Open-minded Attitude Interval Class Accepting New Things PE Teacher Creativity

Category	Percentage	Frequency
Very High	$\geq 87$	5
High	69-86	15
Moderate	56-68	3
Low	49-55	0

Very Low	$\leq 40$	0
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The conclusion drawn from the results of interviews and questionnaires is that when PE teachers receive new sports science-related materials, they share them immediately with students. Basic motion combinations are always taught to motivate students to participate in sports.

**DISCUSSION**

PE teachers can provide new things related to the warm-up variations provided by PE teachers by including non-locomotor movements and manipulatives to make students enthusiastic about receiving material. Giving motion material to the sports teacher first provides basic movements, namely non-locomotor and manipulative locomotor movements.

Physical education is a conscious effort to create an environment capable of influencing the potential of students to develop positive behavior through physical activity (Marunda L, 2021). Sports such as athletics, gymnastics, games, martial arts, and aquatics, while non-sports in the form of playing, modification of sports branches, and other physical activities (Wilandika, 2020).

The responsibility of the Physical Education instructor extends beyond the transmission of physical and motor-related content. Teachers must ensure that all knowledge domains are comprehensively imparted to their students through complete learning and education (Qomarrullah, 2015). Physical education teachers must possess fundamental competencies in each sport in the school curriculum. The occupation of a Physical Education teacher is like that of other subject instructors in a general sense. However, there are unique principles that distinguish it from other disciplines. This physical activity is expected to facilitate the achievement of educational objectives encompassing the cognitive, affective, physical, and psychomotor domains. Physical education learning may offer opportunities for physical activity through either sports or non-sport activities.

## CONCLUSION

The study's findings indicate that the PE teacher's ability factor is adequate. This is attributed to the effective preparation of lessons by the PE teacher to facilitate learning within educational institutions. The level of encouragement within the school setting is notably favorable. This is because educators of Physical Education (PE) have incorporated instruction that utilizes the infrastructure of the school environment. Being open-minded to new ideas and experiences is categorized as special. This is because PE instructors promptly disseminate further information about sports science to students within the school.

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