

Development of a Competency Training Model for Elementary School Physical Education Teachers

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Development of a Competency Training Model for Elementary School Physical Education Teachers

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Abstract

This study aims to develop the competence of Physical Education teachers at SD Kota Utara Gorontalo, as well as teachers' understanding of learning concepts. View and test the effectiveness of the products produced in increasing the competency of elementary physical education teachers regarding learning concepts in Kota Utara District, Gorontalo City which lead to the 2013 Curriculum Education learning process. The research method used is the research and development model, namely: Model Development, Procedure Development, Product Testing with 17 Physical Education teachers as subjects in North Gorontalo District. The development of understanding competence in the teaching and learning process for physical education for elementary school teachers in the North City District of Gorontalo City can be developed regarding understanding of learning concepts as evidenced by changes in understanding through tests of initial understanding and final understanding during debriefing, as evidenced by the results of an initial understanding score of 5.88% (No Good), 52.94% (Poor), 41.18% (Enough) and the final understanding score obtained a score of 16.7% (Enough), 33.3% (Good), 50% (Very Good). Thus, the percentage increase in the level of development of subject competencies is very good. 4) The competence and ability of the teacher in implementing the Teaching and Learning Process of physical education is very visible, its development after receiving a briefing on the concept of learning is proven in the first trial (small group) and the second trial the improvement is very good and very high.

Keywords: development; competency; physical education teacher; elementary school

1. Introduction

From the previous reviews and expressions, education must be able to prepare students for the future, especially the formation of a complete human being. Based on information and data obtained from the media (Republica , 2005), that the condition of teachers in Indonesia is very apprehensive, it is evident that there are still many teachers who do not have adequate professionalism certificates to carry out their duties as such. Master in give learning only refers to the module or booklets (Cahyanti et al., 2021) .

Study results author⁴ , several teachers in Indonesia were declared unfit to teach, the percentage of eligibility to teach in various education units was as follows: for elementary schools only 21.07% (state) and 28.94% (private), for SMP 54, 12% (public) and 60.99% (private), for high school 65.29% (public) and 64.73% (private), as well as for vocational schools that are suitable for teaching 55.49% (public) and 58.26% (private). Physical education subjects also participate in observations, as evidenced by

(Rosdiani, 2016) said that, physical education with its role in schools, currently has not made much of a significant contribution to the physical fitness of students. This is evidenced by the fitness level of students who are still in the medium category and tend to be less. The target of education is human. Every human being needs education, until when and wherever he is. Education is very important, without human education it is difficult to develop and even become backward (Uno, 2010).

With regard to improvement and development for humans, especially those related to abilities and thinking skills, the development of human resources in the world of education, especially teachers always occupies the most important position, this is evident not only in the learning process, but besides that the welfare of teachers has also been noticed by the government. so that the teacher's demands are getting heavier in development that is truly appropriate at the level of professionalism. The phenomena that arise based on observations about the competence of physical education teachers, especially those that are developing in the regions, currently still need to get a lot of touch of development through various kinds of training, as well as optimization in learning, for example in learning. the concept of learning physical education.

Physical education is very strategic in preparing students, because physical education can actually interact directly with students in the educational development process. Physical education as an effective instrument for educating students is also recognized as a key component for achieving quality education that cannot be separated from lifelong education. Penjasorkes is a means to encourage the development of motor skills, physical abilities, knowledge and reasoning, appreciation of values (mental-emotional-spiritual-social attitudes), as well as the habituation of a healthy lifestyle that leads to the stimulation of balanced and balanced growth and development. development, especially in children of primary school age.

Based on the education unit level curriculum (KTSP), physical education in elementary schools is directed at developing and improving the abilities of students as a whole, namely physical, mental, social, intellectual, emotional, spiritual through the medium of physical activity. in creating learning innovations so that educational goals are achieved, but until now the development of physical education learning is still not optimal.

Teachers' understanding of Physical Education learning is still very diverse and people's views on Physical Education subjects are still underestimated, for this reason it is very necessary to optimize the role of Physical Education so that it has an impact and has very useful educational value. Changing the curriculum from KTSP to Curriculum 2013, this will also bring a slight shift in the educational situation, especially in the systematics of the Teaching and Learning Process. This education also just started with preparations based on the needs of students and the community. This preparatory effort is also inseparable from quality improvement, one of which is improving teacher performance.

From the description of the background above, especially the condition of physical education teachers, the concerns that researchers encountered in the field during initial observations in research that had been conducted on the teaching and learning process (PBM) of physical education teachers in North City, Gorontalo City Regency, still did not fully meet the criteria for learning education ideal physical education, especially mastery of the concept of learning physical education and most of it is still conventional, what is meant by conventional is still much inspired from previous learning, namely sports education because conceptually it has a different paradigm. (Burrowes, 2003) suggests that conventional learning emphasizes content reading, without giving children sufficient time to reflect on the material presented, relate it to previous knowledge, or apply it to real life situations. He further revealed that conventional learning has characteristics, namely (1) teacher-centered learning, (2) passive learning occurs, (3) interaction between students is not created or lacking, (4) there are no groups called groups. innovative, and (5) assessment is sporadic. Learning with this conventional

method places more emphasis on learning objectives in the form of understanding knowledge, so that learning is seen as a process of imitation and children are required to re-express the knowledge they have learned. (Brooks & Brooks, 1993) . In the initial observation it was also found that the teacher in implementing the teaching and learning process was not supported by incomplete learning tools.

The North City of Gorontalo City has never had a physical education teacher competency development, this was explained by 2 kindergarten/elementary school supervisors as the person in charge of teacher competency development, especially physical education teachers, especially those related to the 2013 curriculum, physical education teachers are very minimal. understanding of the concept, this shows that the competence possessed is very low, as evidenced by learning observation data in the initial survey of 17 elementary schools, 64.7% (poor) and 5.9% (not good), so 76.6% in below is sufficient, while 29.4% (Enough). Teachers need trained in matter competence designing interesting learning (Leonard, 2015) .

More than 50% of the Physical Education teachers at SD Kota Utara, Gorontalo City, have not met the standards. Learning competence and still prioritizing conventional teaching forms. Taking into account the conditions and circumstances of the physical education teacher, the researchers wanted to develop the physical education teacher's competence through research. Therefore, the researcher proposed a research title: "Development of a Competency Training Model for Elementary School Physical Education Teachers in Kota Utara District, Gorontalo City"

2. Method

The methodology chosen in this study is "Development Research". Because this research is in the realm of educational research, it is in accordance with the opinion (Setyosari, 2016) that development research is a process used to develop and validate educational products. The development procedure in this study uses the development model (Dick et al., 2001). Model Dick and Carey puts forward 2 forms, namely the conditional model and the procedural model. The conditional model applies to exact forms of research, while the non-exact procedural development research model is used. Noting that this research leads to inexact research, then by using the procedural model that is used and focused on procedural analysis techniques for the attainment of psychomotor skills, this procedural model is appropriate because what is observed in this study is teacher competence, especially skills in carrying out physical education learning in students, so that it is this movement skill that really needs to be considered, especially in the concept of learning.

Based on this model, there are four main stages of the research procedure, namely (1) planning stage, (2) development stage, (3) evaluation stage, and (4) revision stage. Implementation of the development is carried out based on the findings of an analysis of the character of the material and the condition of the school which was prepared at the planning stage. At the planning stage, identification and mapping of relevant Basic Competency (KD) can be determined from several subjects so that themes can be determined which will be the subject of integrated learning.

Based on this theme, the relevant material is determined to achieve the goals set. In detail, it can be explained as follows: (1) Development of material content and equipment by researchers in the form of material products to improve the competence of physical education teachers that lead to the 2013 curriculum. (2) The products resulting from this development were then validated by 2 experts, namely learning experts and experts material. (3) Products are used as basic materials by the team of physical education presenters through debriefing and training. (4) After completing the Physical Education teacher training, it is continued with testing of teaching material products (development products)

through the teaching and learning process carried out by the teacher and how the teacher in implementing Physical Education directs the 2013 curriculum to students.

The subjects of this study were 17 physical education teachers because elementary schools in Kota Utara District, Gorontalo City were divided into two groups, namely a Small Group Trial of 5 people (out of 17 teachers) using simple random sampling and a Large Group Tryout of 12 people (out of 17 teachers). physical education in Kota Utara, Kota Gorontalo. Data in this study were collected using documentation, Focus Group Discussion (FGD), and instrument entries. After the product is developed, the instrument is used to determine expert responses response) to the teaching materials produced in this research activity. the instrument is designed in combination form (open and closed). Discussions were also held with experts, as well as confirmation of the results of product revisions, Trial Instrument I (small group), and Trial Instrument II (large group).

Teacher data collection activities or research subjects are carried out using learning assessment instruments, which are carried out during initial observation and are carried out after the research subjects (physical education teachers) receive debriefing and training in accordance with teaching materials (products) that have been developed and have been revised and validated by expert. Data obtained from FGT and observation, then processed using descriptive qualitative analysis techniques in the form of: Data Reduction, Data Presentation and Verification to develop materials (products) in increasing the competence of physical education teachers in Kota Utara District, Gorontalo City District which will later be produced in this study .

3. Result

Observation Results of Early Learning Teacher Competence in Physical Education Learning

Learning observations were made to determine the competence of teachers in each school in Physical Education learning. The 17 teachers were observed by 7 researchers using the Physical Education Learning Implementation Assessment Instrument (IP4J). The results of initial observations regarding learning competencies carried out by physical education teachers in elementary schools in the North City of Gorontalo City, obtained scores from 20 aspect items that were assessed and compiled. From the initial observation data for Teaching and Learning Competence for all Physical Education Teachers in North City of Gorontalo City, the percentage can be seen in table 1.

Table 1. Percentage of Preliminary Observations of Teaching and Learning Competence of All Physical Education Teachers in the North City of Gorontalo City

No.	Categories	Frequency	Percentage (%)	Description
1.	Very good	0	-	-
2.	Well	0	-	-
3.	Enough	5	29,4	-
4.	Poorly	11	64,7	-
5.	not good	1	5,9	-

Meanwhile, the percentage results above can also be seen in the percentage diagram of Preliminary Observation of Teaching and Learning Competence for all Physical Education Teachers in North Gorontalo City,

Results of Penjasorkes Learning Debriefing and Training Refer to Curriculum 2013

The provision of physical education lessons carried out by experts who were delivered to elementary school teachers in the North City of Gorontalo City was carried out by the UNESA Physical Education Material Learning Team.

The debriefing related to this research was attended by all research objects and several Elementary School Physical Education teachers from other schools outside Kota Utara District but in Gorontalo City, ± 30 teachers, as well as Heads of Regional Implementation Units (UPTD). District, Department of Education and Culture throughout the City of Gorontalo.

In the process of debriefing Penjasorkes teachers in North City of Gorontalo City, in its implementation before the resource person gave the material, an initial understanding was carried out by working on the script, from the results of the initial understanding, data was obtained from all participants, only participant data was analyzed relating to research only. Initial Understanding⁵ of Physical Education Provisions for North City SDN Teachers in Gorontalo City as a percentage can be seen in table 2.

Table 2. Percentage of Early Understanding of the Provision of Physical Education to All Physical Education Teachers in North Gorontalo City.

No.	Categories	Frequency	Percentage (%)	Description
1.	Very good	0	-	-
2.	Well	0	-	-
3.	Enough	7	41,18	-
4.	Poorly	9	52,94	-
5.	not good	1	5,88	-

While the results of the percentages above can be seen in the percentage of Preliminary Observations on debriefing for all Physical Education Teachers in North Gorontalo City.

The following stages are the results of the final understanding of the Provision of Physical Education for North-City Public Elementary School Teachers in Gorontalo City, this is done after the object of research has completed³ training, then tests are carried out. Final Understanding of Physical Education⁵ training for Elementary School Teachers in the North City of Gorontalo City as a percentage can be seen in table 3.

Table 3. Percentage of Final Understanding of the Provision of Penjasorkes for All Physical Education Teachers North City of Gorontalo City.

No.	Categories	Frequency	Percentage (%)	Description
1.	Very good	5	29,4	-
2.	Well	4	23,5	-
3.	Enough	8	48,1	-
4.	Poorly	0	-	-
5.	not good	0	-	-

Whereas results percentage above _ can be seen in percentages Final Observation of debriefing all Physical Education Teachers in North City of Gorontalo City.

Trials Product

Trial ⁷ _ development product through the learning process teaching carried out by physical education teachers at North City Elementary School, Gorontalo City after given supplies Learning Leading penjas _ to curriculum 2013. Observation study done through the Learning Process Teaching done to school teachers .

a) Trial I (Small Group)

Trial I (Small Group) is PBM application for Elementary Physical Education Teachers in Kota Utara District, Gorontalo City group small consisting from 5 people. this done for see trials product form material learning that leads to the 2013 curriculum that has been given provision by the tutor education physical.

Observation results the obtained results form score contained in the instrument evaluation implementation learning education body (IP4J), Observation Learning Process Competence Teaching Physical Education Teacher as object on trial group I (group small) Kota Utara Kota Gorontalo the percentage can seen in table 4.

Table 4. Percentage Results Observation Trial I (Small Group) Learning Physical Education

No.	Categories	Frequency	Percentage (%)	Description
1.	Very Good	1	20	-
2.	Well	4	80	-
3.	Enough	0	-	-
4.	Poorly	0	-	-
5.	Not Good	0	-	-

Trial II (Large Group)

Trial II (large group) in study This own procedure the same implementation with Trial I (group small), ie product form guiding materials to curriculum 2013, which has given provision by the tutor education bodily, for observed when the teacher carried out the learning process in each school base in Kota Utara District , Gorontalo City, subject study totaling 12 people. Observation results the obtained results form score contained in the instrument evaluation implementation learning education (IP4J) by 2 assisting independent evaluators implementation study this. Observation PBM Competency of Physical Education Teachers in the North City of Gorontalo City percentage can see in table 5.

Table 5. Percentage of Observation Results Experiment II (Large Group) Learning Physical Education .

No.	Categories	Frequency	Percentage (%)	Description
1.	Very good	7	58,3	-
2.	Well	5	41,7	-
3.	Enough	0	-	-
4.	Poorly	0	-	-
5.	not good	0	-	-

Final Product

Trial II (group large) shows excellent results, from observation during the learning process teaching, This shows that product form Physical Education Learning Exercise Material Referring to the 2013 Curriculum, get understand and get applied to PBM in elementary schools from every subject research. It means product in Study Development This has ended and got disseminated For improve and develop Physical Education Teacher competence in the Learning Process Teaching throughout Elementary School in North City of Gorontalo City.

4. Discussion

The product developed is teaching material for elementary physical education teachers in the North City of Gorontalo City, this product was created to improve the competence of physical education teachers (subjects). This product was made before researchers conducted research or observed the learning process of Physical Education teachers, as well as provision to acquire and improve the competence of Physical Education teachers. The contents of the product being developed are in the form of material, namely: a) Movement Learning for Elementary School Children, this material is provided so that physical education teachers have insight into motion education, especially its application in optimizing basic motion during learning. b) The concept of Learning Physical Education in Elementary Schools, the provision of this material is the provision of information about the teaching and learning process and the inculcation of the concept of physical education. c) Basic Concepts of the 2013 Elementary School Curriculum, this material is provided so that teachers understand the concept of physical education learning in the context of the 2013 Curriculum. d) Implementation of the 2013 Elementary Curriculum, this material is given to provide signs to Physical Education teachers in North City of Gorontalo City to further understanding in implementing Physical Education learning into the 2013 Curriculum. This was also done because of the situation or condition of SD Physical Education teachers in North City of Gorontalo City in learning competency which was still below standard (scores above the sufficient category > 75). Development teaching materials should in accordance with need students at school these, according to (Bramantha, 2017) students and teachers need written Physical Education teaching materials with complete and easy understood by students. (Ashfahany et al., 2017) Learning media is very important in education for purposes learning can reached and got encourage the learning process more effective and efficient as well as interesting for students Spirit in learn.

Learning Outcomes and Physical Education Training.

The results of physical education training and debriefing for elementary school teachers in the North City District of Gorontalo City, with 3 resource persons in charge of Physical Education and Physical Education Learning. These two fields are given because the science of motion is very important for preparation in early childhood, to be precise in elementary school age children. This is in accordance with the concept of Physical Education learning, one of which is Basic Movement Optimization (Locomotor, Non-Locomotor and Manipulative Movements), while Physical Education Learning is given because it is appropriate that the research subject is Physical Education teacher in elementary school.

The implementation of debriefing and training to increase the competence of physical education teachers in the northern city of Gorontalo City was carried out for 2 days, in order to measure the success rate of the process of carrying out an initial understanding test, it was intended that the resource persons knew from the start the participants' competencies regarding the participants' physical education learning concepts. From the results of the initial understanding obtained values that are still below standard regarding insights and concepts about the teaching and learning process

of physical education, as evidenced by the results of the initial understanding of 5.88% (Not Good), 52.94% (Less), 41.18% (Enough). According to (Sudarsinah, 2021) in the learning process so that you can receive , control and more develop material lessons , then method teach and study must precise and effective . Physical education is also a must customized with condition development student in a manner practical and not long wide Good That in give instructions nor implementation on students (Iswanto & Widayati, 2021) .

Departing from these conditions, it is very important to provide th² concept of physical education learning, as a competency development for teachers, especially physical education teachers in elementary schools in Kota Utara District, Gorontalo City. how to organize learning is done properly and correctly by the teacher, this is as conveyed by (Ruky, 2012), that competency is a combination of skills, knowledge and behavior that can be observed and critically applied to organizational success. Paying attention to the opinions and results of early learning observations, the results obtained are low, this is synergistic and identical to the initial understanding conditions before being given PBM competency training for elementary physical education teachers in North Gorontalo City .

After the debriefing and training ended, a final understanding test was also given to find out the progress of the participants' understanding. From the results of the final understanding, the percentage values were obtained: 48.1% (Enough), 23.5% (Good), 29.4% (Very Good) . The role of the physical education teacher in the development process value in children is as educator , as role model , as designer development , as consultants and mediators (Herdiyana & Prakoso, 2016) . Experience Study in education physical must give contribution big on need life student present and future , environment-social , and culture public (Abduljabar, 2013) .

Trial Results I (Small Group) .

Trial I (Small Group) is a field trial conducted 1 week after receiving a briefing on physical education learning materials by experts, then the teacher carries out the teaching and learning process. The target of this trial was the research subject of 5 teachers out of a total of 17 people who were taken at random. This was the basic target of the test subjects in this study.

From the observation data using IP4J in the pilot study I (small group), 5 physical education teachers whose schools were the objects of the study obtained scores: 20% (very good), 80% (good). From the data obtained as a percentage, it can be seen that the results of the physical education teacher training experienced a significant increase in competence compared to the initial observations before receiving the debriefing. After the Trial I analysis (small group) there was a significant increase, but the understanding of the material provided was not optimal. In line with study that trial results _ group small new is known level appropriateness material he taught course , meanwhile level usefulness and effectiveness teaching materials yet can is known (Widodo, 2018) .

Results of Trial II (Large Group)

The second trial (large group) observed 12 physical education teachers (research object), to implement their competencies. This was done after observing the first trial (small group), procedurally observing the second trial (large group) was the same as the first trial (small group), all teaching and learning support tools were the same (syllabus, subjects). plans, learning media). From the results of observations in the second trial (large group) it was obtained competency data contained in IP4J, category 58.3% (Very Good), category 41.7% (Good). In the second tryout (large group) the score was outstanding, meaning that it showed that the understanding of PBM Physical Education training material for SD Physical Education teachers in North City, Gorontalo City was very good.

From the results of the observations above that the competencies possessed by the research subjects after being given a briefing on the concept of physical education learning which refers to the latest 2013 curriculum, the level of understanding or competency of elementary school physical education teachers in Kota Utara District, Kota Kota Gorontalo has developed very well or it can be explained that the condition of the level of understanding of the concept of physical education learning becomes more established and understandable.

Limitations

Researchers are very aware that conducting research is very complicated and requires very deep accuracy, with a very long time, researchers are still unable to reach many things, this is due to several limitations from various aspects related to conducting research. However, researchers always try to narrow down these limitations in order to meet the standards that should be carried out in this study.

These limitations can be described as the state of the level of understanding of elementary school physical education teachers in Kota Utara District, Gorontalo City, which is still below the standard regarding competencies possessed, this is in accordance with the statement stated above by (Republika, 2005) that there are still many teachers in Indonesia who only 21.07% of Public Elementary Schools and 28.94% of Private Elementary Schools who are not qualified to teach are qualified to handle students or teach. The condition of schools also has not made many breakthroughs to improve the competence of each teacher, especially physical education teachers. Another limitation can be explained that the research process is still hampered due to circumstances and conditions, due to the many local and national holidays, for example: Ramadhan fasting, Idul Fitri has not used an effective day for the Prophet's Birthday. Republic of Indonesia.

5. Conclusion and Recommendation

Seeing the development of the results of the categories and the percentage of initial and final understanding shows very good changes from the results of the training, especially in understanding the concept of physical education for elementary school teachers. So that the training model for increasing the competence of SD Physical Education teachers has a very good impact, especially for Elementary Physical Education teachers in the North City of Gorontalo City.

The effectiveness of the development model in increasing teacher competence in implementing the concept of physical education learning through the teaching and learning process leads to the 2013 Curriculum for elementary school students in Kota Utara District, Gorontalo City, has been seen through good assessment in the Trial. I and Experiment II. In the first good category there were 80%, and 20% in the very good category, while in the second trial the good category was 41.7% and the very good category was 58.3%. Thus the development of the competence of the research subjects was very good, it was proven both in the first trial and in the second trial th² they were no longer in the fairly low category, but were categorized as good and very good. So it can be concluded that the competence in mastering the concept of physical education learning towards the 2013 curriculum for elementary school teachers in the North City of Gorontalo City has experienced a very good increase, and this development model has also been shown to show a good level of effectiveness, while it is different from the condition of teacher competence, especially the previous learning concept, the teacher still teach conventionally rooted in sports education, and there has never been a model of development through training to increase teacher competency.

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