

# Problem Identification of Professional Development of Physical Education Teachers in Elementary School

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**Abstract**-This study aims to identify problems confronted by Physical Education Teachers (PE) of elementary schools (SD) in their professional development. The collected data is utilized as a requisite in determining alternative problem-solving coaching. The survey method is used to identify seven existing problems. The respondents are PE teachers of elementary schools in districts of three selected cities: Pasuruan, Malang and Batu. The results of this study show professional development becomes a necessity of PE teachers; however, some adjustments related to the characteristics of school subjects and personality of PE teachers are imperative.

**Key words:** *professional development, physical education teacher*

## I. INTRODUCTION

Teachers are one of the important professions in improving human dignity. As an educator, teachers do not merely conduct knowledge transfer; in addition, optimally fostering and developing all students' potential become the main tasks of educators. The success of educational activities is determined by the quality of teachers as the main actors. Therefore, teacher development is necessary to carry out continuously.

The appreciation of the teaching profession was enforced by the issuance of Law Number 14 of 2005 concerning Teachers and Lecturers. In general, this law aims to increase the appreciation of teachers as educators, and coaching efforts to improve their professionalism. The development models established include education and training, apprenticeship, school partnerships, distance education, workshops, teacher forum, mentoring, lesson study, and so on. Correspondingly, Creemers states "Teacher training and professional development are considered essential mechanisms for teaching to high standards" [7]. Regarding the need for continuous teacher refreshments, [18] states "Teachers, like other professionals, need to keep updated with the most recent knowledge and technologies. However, many express dissatisfactions with the professional development opportunities made available to them in schools, and the most effective development programs they have experienced have been self-initiated."

One of the teacher professions experiencing some problems with the development is PE teachers. Carrie's study concludes that the productivity and quality of PE teachers' work are still lacking [5]. Moreover, Chen identifies the

needs of PE teachers in performing collaborative work to solve problems [6]. Feiman states the need for continuous development in PE teachers [10]. Jordan reveals that one of the success factors in carrying out his duties as a teacher of PE is by continuously conducting self-development [11]; meanwhile, Ko, Bomna describes the actions which teachers must conduct to improve their professionalism [13].

The current development tends to halt at the training stage; however, any necessary follow-ups have not been intensively carried out on an ongoing basis (Continuing Professional Development / CPD) or Ongoing Professional Development (PKB). According to Day and Sachs, "CPD is used to describe all of the activities engaged during the course of a career which is designed to enhance their work." [9] "PKB is the development of the competence of teachers and education personnel carried out in accordance with the needs, gradually and continuously improving their professionalism". [16] states that teacher educators belong to a heterogeneous group. Not only do they come from different backgrounds, but they also work in different settings. Hence, in professional development, it will be more effective and efficient if conducted by considering the characteristics of the teachers. Tichenor's study asserts that on the most basic level, the definition of "professional teacher" refers to the status of a person who is paid to teach [23].

The need for professional development for teachers is strengthened by Santyasa et al. research stating his findings: (1) Many teachers have still not been optimally involved in learning development, innovative assessments, lesson study, and classroom action research; (2) The learning process conducted by the teacher is considered in low category; and (3) The implementation of development for teachers in schools has not used a standardized development model, especially concerning knowledge and practice standards [22]. Bell' (2005) study concludes that the ability which needs to be acquired by a teacher is working with other teachers in collaborative and collegial ways [3]. Meanwhile, Armor and Yelling states, "The physical education teachers in this study places a high value on learning collaboratively with and from each other in informal networks or communities" [2]. The collaborative skills are the main key which can improve teacher professionalism due to its positive effect in communication to solve problems challenged.

The previous explanation shows that teachers have realized that development enhances professionalism, as

presented in the opinion of Kaya and Altuk stating that the training courses are helpful in most of the teachers' professional development. In the interviews conducted, even though most of the head teachers find in-service training courses to be helpful in teachers' professional development, most of the teachers do not share the same opinion [12].

In the Indonesian context, the results of interviews with elementary school principals from PE teachers present information: (1) PE teachers are comfortable (satisfied) with their abilities and do not need the necessity to adjust to scientific developments; (2) Coaching participated is believed as a mere formality; (3) Due to lack of professionalism in teaching, there is an existing stigma viewing that PE teachers are considered as *bondho dengkul* (unskillful), merely employing weak intellectual ability and prioritizing muscle strength; and (4) Most PE teachers have a less precise perception of the concept of physical education, resulting in a lower quality of learning process conducted.

Various coaching models have been attended by PE teachers; however, the problem of low learning quality remains exist. Therefore, it is urgent to conduct research to identify problems as faced by teachers in professional coaching. The purpose of this research is to obtain data and information about the problems as challenged by PE teachers, which are: the teacher perception of the main task, the problems faced in carrying out the main task, the coaching model which has been followed, the urgency of continuous coaching, and the desired aspirational and professional coaching model of PE teachers.

**II. METHOD**

This research is a descriptive study applying survey methods to collect data about the problems faced by PE teachers in professional coaching. The respondents involved were PE teachers in elementary school in Kepanjen District (37 people), Batu Sub district (24 people), and the representatives of PE teachers in elementary school in Pasuruan District (102 people). Determination of respondents is based on certain considerations (purposive sampling), consisting of PE teachers with appropriate educational backgrounds, and routine / active participants in the teacher forum forum in the local sub district.

Data collection was conducted when respondents participated in the TEACHER FORUM activities by filling out a questionnaire containing 7 (seven) problems regarding the professional coaching of PE teachers. The collected data is analyzed in two ways; firstly, by calculating the frequency of answers and secondly by inventorying all answers as classified in certain themes. To further ensure the findings, confirmation of the answers was conducted by discussing the results in a focused manner.

**III. RESULT AND DISSCUSION**

The first information obtained in this research is the fact that all teachers choose the task of carrying out learning as their main task. The second information is the teacher perception of the problems in carrying out the task which are presented in the following table.

TABLE I. PERCEPTION OF TEACHER PROBLEMS IN EXECUTING TASKS

Problems	Frequency (%)
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	District of Batu	District of Kepanjen	District of Pasuruan
Administrative tasks	29	56,7	56
Class-based research	50	8	73,5
Facility and infrastructure insufficiency	45.8	72.9	84.5
Extracurricular	29	2.7	62.7
Learning	85	91.9	98

In accordance with the coaching model which had been followed, the researcher obtained the information that the PE teachers in elementary school had attended coaching in the form of teacher forum, seminars, learning workshops, curriculum socialization, and learning training. The benefits in following the coaching are generally positive. Although it has not been maximally implemented, the PE teacher agrees that coaching is useful for:

- Improving cognitive abilities. The terms expressed by PE teachers in this context are adding knowledge and skills, gaining new knowledge, understanding the curriculum, adding insight, knowing the new paradigm of PE learning, understanding the right way to teach, being smarter in learning, and being useful for recalling the previously delivered material.
- Increasing the frequency and intensity of social interaction among teachers. By following the coaching, the PE teachers are expected to gain and to share experiences with other teachers as well as to improve social relations (which are establishing intimacy with colleagues and raising the emergence of ideas for subsequent coaching activities).
- Eliminating boredom and enhancing motivation. The coaching that is attended can be used as a positive refreshing tool for self and institutional improvement. The PE teachers state that the coaching can assist work in school, improve performance, improve learning quality, and can be applied in schools (it is believed as not yet maximally conducted).

The fifth problem relates to the characteristics of the coaching model which has been followed. Based on the results of the focused discussion, the following information was obtained.

- Guidance which is followed by the material is still common, so the PE teachers in elementary school find it difficult to implement it in real practice. Coaching which is followed is usually devoted to classroom teachers, less specific to PE teachers in elementary school.
- The guidance material is not yet in accordance with the characteristics of the PE, and the resource person is not competent in PE field of study.
- Coaching is not adapted to the real situation and condition of PE teachers and schools.
- The frequency of the PE teacher's specific coaching is still insufficient and is less programmed (seasonal and unsustainable).

- Coaching material is too short and is not proportional to the scope of PE which is always evolving (knowledge and curriculum).

The sixth problem relates to the urgency of continued coaching for PE teachers which results in these following schemes of:

- Guidance for PE teachers is still needed, but the model and material are adapted to the development of knowledge and the needs of PE teachers.
- PE teachers are demanded to actualize their ability to be honed continuously, which becomes problematic, and which requires rejuvenation, innovation, correction and enjoyable learning modifications.
- In the meantime, the PE teachers in elementary school have been underperformed, as considered to be less professional, whose existence is seen as merely a complement.
- The knowledge and curriculum associated with PE are expected to grow continuously; therefore, PE teachers need to continue learning.

The seventh problem relates to the coaching model as faced by the PE teachers. The characteristics of this aspirational model are prepared based on the results of filling out the questionnaire, then the conclusions are discussed again to obtain a more precise and operational formulation. PE teachers in elementary school generally expect such a professional coaching model having the following characteristics of:

- Practical, not having excessive theoretical exposure, operational and having more practices.
- Targeted participants, specifically for PE teachers, not combined with other classroom teachers.
- Real materials, materials coming from the real problems experienced by the teachers in the schools and the activities based on the overall problem solving (for example: learning is an activity of planning, implementing, and evaluating).
- Sustainable, established a routine, continuous, and integrated program with existing coaching programs, such as the teacher forum.
- Real work, workshops offering real practices in learning and during practice, while the coaching is conducted as reflection.
- Complete guidance, coaching equipped with complete devices (teaching materials, guidelines, activity plans, and examples).
- Encourage collaborative problem solving-service, conducted by applying lesson study and a comparative study.
- Competent selected speakers, consisting of teachers, supervisors, and lecturers.

The professionalism of PE teachers in carrying out their duties becomes absolute, given the fact that their strategic

role is to improve the quality of human beings. The efforts to improve professionalism are conducted as development related activities; and to ensure its success, it is necessary to analyze the problems as faced by PE teachers in carrying out development programs.

This research presents the main findings related to the problems as faced by PE teachers in primary school for professional coaching. Thus, the urgency of continued development and the desired aspirational model remain vital. The first finding shows that all teachers have the same perception that the main task of the teacher is to carry out learning, while other tasks include administrative tasks, extracurricular coaching, conducting CAR, and so on. This perception is in accordance with the description of research conducted by Tichenor stating that: "On the most basic level, the definition of "professional teacher" refers to the status of a person who is paid to teach" [23]

Basically, the PE teachers have participated in various coaching activities. However, upon carrying out their professional duties, ongoing development is required for PE teachers. This scheme is supported by the fourth finding, that coaching is proved very helpful in improving knowledge and skills to professionally improve the performance. This fact shows that the dynamics of the PE science requires teachers to develop themselves sustainably (CPD / PKB), as revealed by research of Day and Sachs pointing out that CPD is an effort to improve teacher performance while occupying his career, while PKB is a teacher training which is carried out according to needs, stages, sustainability to improve their professionalism [9].

Besides being less sustainable, PE teachers also state that the followed development activities oriented to the classroom teachers, they provide difficulty to be understood and practiced. The characteristics of PE subjects are different from other subjects which are usually presented in the classroom. The characteristics of PE are dominated by physical motion activity. Motion is the main means of PE subjects to educate students. By managing the movement in a structured manner, PE teachers carry out the task of educating to create a student figure covering its all potentials, not limited only to the physical and psychomotor domains, but also in the cognitive and affective domains.

The development model for PE teachers should be adjusted to the characteristics of PE subjects, materials relating to models or various physical motions which are beneficial for student growth and development, a learning model of motion which is educational, a classroom management system which stimulates students to move precisely in sufficient time, as well as the appropriate assessment forms to the learning objectives.

Most of the PE learning is directly conducted in the field. It is believed to affect the character of the subject and the interaction system. People who are accustomed in the field tend to prefer things which are inductive, empirical, practical, and operational. This is in accordance with the expected aspirational model as PE teachers demand in organizing professional training.

This aspirational model needs to be actualized tangibly and be realized in written form as part of the coaching

device. Thus, the implementation of coaching can run effectively, efficiently and sustainably. In general, coaching in the form of in service training is very helpful for teachers in improving their professionalism [1]. In addition, a coaching model which provides more opportunities for teachers to collaborate is also very effective in improving professionalism[6] [15] [17]. Periodic meetings in the teacher forum will provide significant means in improving professionalism to activate teachers as participants. The activeness of teacher forum participants can be optimized by placing the teacher as the subject of the activity, not as the participants devoting more time on listening to the keynote speakers. The forms of activities which can activate participants include workshops and lesson studies. These activities provide opportunities for teachers to share experiences, to conduct discussions, to reflect, to collaborate, to observe, and to execute direct practice. Empirical evidence presents that teacher coaching activities are more effective if teachers play a role as active participants. [6] [4] [15] [21] [17] [14] [20] and [19].

The identification of professional development problems for PE teachers in primary school is used as a consideration in developing suitable alternative solutions. The follow-up of this research is the necessity to develop a professional development model for PE teachers in primary school in conducting learning. Alongside the development of this model, the result of this research is expected to assist teachers in solving problems as experienced to raise the appreciation towards the existence of PE teachers.

#### IV. CONCLUSION

The identification of professional development issues is important as a first step in understanding the problems of PE teachers in elementary school. There are seven problems as identified in this research, which are: the teacher's perception of the main task, the common problems as often experienced by the teacher, the preferred development models, the coaching advantages, the coaching problems, the urgency of continued coaching, and the aspirational model as expected by the teacher.

In general, this research presents findings about the teacher's awareness and understanding in continuing to foster self-esteem, the urgency of coaching for PE teachers in elementary school, and the identification of aspirational models as expected by the teachers in professional coaching. By adjusting the coaching model to the characteristics of PE teacher subjects and personality in elementary school, it is expected that the activities carried out can take place effectively and efficiently.

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