

# Primary school physical education management: Profiles and predictors in Central Java

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**Submission date:** 16-Apr-2023 01:43PM (UTC+0700)

**Submission ID:** 2065711480

**File name:** 14.\_Adi\_S\_OK\_Editing\_123\_130.pdf (383.75K)

**Word count:** 4064

**Character count:** 24114

# Primary school physical education management: Profiles and predictors in Central Java

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Received: 08 December 2022; Accepted 23 March 2023; Published 08 April 2023  
Ed 2023; &(1): 123-130

## ABSTRACT

Effective management allows teachers to see and handle student learning problems. This study aimed to determine the physical education management of elementary school teachers in Central Java and its predictors. This research is quantitative with data description and correlation. Using purposive sampling, the total number of respondents was 50 physical education teachers at the elementary level in Central Java. The data was processed using descriptive statistics, data normality, and correlation. The subjects studied had a minimum teaching experience of 1 year. Data collection techniques include instruments and observation by physical education teachers. The instruments included planning, implementation, and evaluation of physical education management. The questionnaire uses a scale of 1-4. In terms of age and length of teaching, researchers used correlation analysis. Correlation data were processed using SPSS Version 21. The management of physical education in Central Java is in the "good" category. Physical education management includes planning, implementation, and evaluation. Length of teaching and age are not predictors in physical education management. Most physical education teachers are linear and have at least a bachelor's degree. Further studies are needed involving many teachers and other variables to determine predictors. The results of this study contribute consideration, support, and contribution of ideas to stakeholders to improve the quality of physical education. The role of management is crucial in enhancing teachers' ability to achieve educational goals in general.

**Keywords:** Physical education; management; teachers; primary school

 [https://doi.org/10.25299/sportarea.2023.vol8\(1\).11223](https://doi.org/10.25299/sportarea.2023.vol8(1).11223)

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**How to Cite:** S, A., Aliriad, H., Nova, A., Firmansyah, G., & Arbanisa, W. (2023). Primary school physical education management: Profiles and predictors in Central Java. *Journal Sport Area*, 8(1), 123-130. [https://doi.org/10.25299/sportarea.2023.vol8\(1\).11223](https://doi.org/10.25299/sportarea.2023.vol8(1).11223)

**Authors' Contribution:** a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection

## INTRODUCTION

The COVID-19 outbreak that hit Indonesia in 2020 forced students at all levels to study independently at home (Filiz & Konukman, 2020). Teachers learn with various strategies, such as PowerPoint media and educational videos sourced from YouTube, as learning support, even though it could be more effective due to

the lack of student and teacher interaction (Tumaloto, 2022). After several years and as pandemic cases began to decline, face-to-face learning began to be re-enforced, so that learning management patterns also had to re-adjust to offline technology (Awwaliyah et al., 2022). The development of information technology has transformed the Ministry of Education and Culture curriculum into an independent curriculum, namely, the teacher is an observer of learning while students have the freedom to explore the limits of motion through practice (Latip, 2020). Various changes in the learning process as students move from learning together at school to learning independently at home-from initially using books as learning modules to developing modules using modern technology (DS et al., 2022).

Learning problems during COVID-19 becomes face-to-face, which requires the teacher to adjust the teaching media and how students can adjust from online to face-to-face learning within approximately two years (Jayul & Irwanto, 2020). Research by (Filiz & Konukman, 2020) shows that students who experience online schooling and low motor skills also have decreased fitness shows that students who experience online schooling and low motor skills also have decreased fitness. Teachers need to carry out exciting and appropriate learning methods with a combination of media to create a more engaging learning atmosphere (Awwaliyah et al., 2022). Interesting learning management must be supported by appropriate teacher competencies (Setyawan & Puspitarini, 2022) as the case is in learning physical education, which must be managed through good teacher management competencies to achieve quality education.

Physical education is a crucial component of achieving quality education. Education is considered quality if the educators also have quality teaching competencies (Siagian et al., 2022). Professional physical education teachers must be able to provide students with an understanding of the importance of a healthy lifestyle through exercise (Kristiawan & Rahmat, 2018). Focusing on the learning process brought about by physical education teachers can make education more valuable and improve students' movement experiences (Lismana et al., 2022).

Educators in physical education are essential for students to develop their physical potential. To achieve the goals of physical education, teachers must have a plan before students start learning. In physical education planning functions, the teacher can direct and structure creative and fun learning (Sabillah & Nasrulloh, 2022). Physical education is said to be better if the teaching and administration implemented by teachers in schools still apply traditional methods. The teacher must be more competent in physical education management (Sudarso et al., 2023). Physical education teachers must have effective and efficient management to become good role models for their students. With the implementation of physical education management, teachers can see and handle problems in students' learning processes (Si et al., 2020).

Previous researchers have studied a lot about education management in schools, but this is still done on general teachers, not physical education teachers. The scope of his research is also limited to cities (Lismana et al., 2022) and he only conducts surveys on professional competence as a whole (Sudarso et al., 2023). Furthermore, (Awwaliyah et al., 2022) also conducted research that only explained the phenomenon of distance learning in elementary schools, and the research sample was limited. The same explanation is also put forward in the results of research from (Filiz & Konukman, 2020), which explain how teachers must adjust the online and offline learning processes after COVID-19 so that students' physical education learning activities can be carried out according to learning principles. However, there is no research that has looked at physical education management as a whole with a more comprehensive sample and in-depth discussion, especially in elementary schools.

This study aims to determine the management of physical education in Central Java elementary school teachers and their predictors. So that it can be found a category of how teachers manage learning in schools, especially at the elementary school level. The purpose of this research becomes very necessary because learning at the elementary school level is fundamental and must be explicitly done, supervised, guided, and managed as well as possible so that motor development and student interest in learning increase.

## METHOD

This research is quantitative with data description and correlation. The total number of respondents was 50 physical education teachers at the elementary level. The research is in Central Java. Sample selection using

purposive sampling, the data was processed using descriptive statistics, data normality, and correlation. The data was processed using a conversion table: 4 = very good, 3 = good, 2 = average, and 1 = less. The following are the research respondents' characteristics, including employment status (civil servants and non-civil servants), linearity of study and work, and latest education.

**Table 1. Respondent Characteristics**

Respondent Characteristics	Result	
Job Status	civil servants	non-civil servants
	30	20
Linearity	Linear	Nonlinear
	45	5
Latest Education	D3	S1
	4	46

The subjects studied had a minimum teaching experience of 1 year. Data collection techniques include instruments and observation by physical education teachers. The instruments included planning, implementation, and evaluation of physical education management. The questionnaire uses a scale of 1-4. References for making a questionnaire are (Sugiyono, 2017). Data collection through surveyors sent to schools using Google Forms. The research is from September 1, 2022, to October 15, 2022. The data obtained were grouped into descriptive statistics. In terms of age and length of teaching, researchers used correlation analysis. Correlation data were processed using SPSS Version 21. Before processing the data, we tested its normality.

**Table 2. Conversion of Learning Management**

Rate	Category
1	Less
2	Average
3	Good
4	Very Good

**Table 3. Physical Education Management Concept**

Aspect	Indicator	Total items
Planning	Teachers prepare learning tools	5
	Teachers prepare and design learning activities	11
Implementation	Teachers implement standardized learning stages	15
Evaluation	Teachers organize assessments based on educational, objective, authentic, accountable and transparent principles	14

**RESULTS AND DISCUSSION**

Years of teaching and age describe the period of teaching. It can be seen in table 3, description of respondent data.

**Table 3. Respondent Data Description**

Item	Min	Max	Average	StDev
Years of Teaching	1	39	17,3	14,2
Age	23	59	42,3	13,0

Within the management scope, researchers describe the planning, implementation, and evaluation of learning. All categories are good.

**Table 4. Description of Physical Education Management**

Item	Min	Max	Average	StDev	Category
Learning Planning	1	4	3,3	0,5	Good
Learning Implementation	1	4	3,4	0,5	Good
Learning Evaluation	1	4	3,4	0,5	Good
Overall	1	4	3,4	0,5	Good

It is correlation of predictors of age, years of teaching, and overall physical education management.

**Table 5. Relationship between Predictors and Learning Management**

X	Y	Sig	Conclusion
Years of Teaching	Learning Management	0,671	No relation
Age		0,762	

The average teacher teaches physical education for 17 years, with an average age of 42 years. The results showed that physical education and learning management were appropriate categories. At the same time, predictors have no relationship with learning management. Teachers with one year of service can understand and practice physical education management well. Teachers with good management use more problem-based learning models. **Problem-based learning models can improve physical education students' critical thinking skills** (Dupri et al., 2019). Management should be implemented and included in the teaching process of physical education teachers (Aguirre, 2022). Physical literacy (PL) is a skill students must have due to the shift in physical education learning outcomes (Gustian, 2020). This research to eliminate obstacles requires intervention and financial support, and there must be a program tailored to involve schools and those with policies, in this case, the government (Widyawan, 2020). Teacher creativity can mediate the influence of Human Resource Management (HRM) practices that schools can do to improve teacher performance (Muzakki et al., 2021). Great physical education teachers have qualified academic abilities, master the latest curriculum developments, master teaching materials, have good classroom management skills, have skills to solve learning problems, and are creative and innovative (Khory et al., 2018).

The current problem of physical education is learning resources (Tumaloto, 2022), physical education teacher qualifications (Volshøj & Jensen, 2022), movement literacy (Yıldız & Munusturlar, 2022), less professional learning (Dyson et al., 2021); curriculum models (Ward et al., 2022). Teacher planning can be good if they know how to collect curriculum and lesson plans before conducting physical education. Directed planning in teaching practice with media and student-centered pedagogy Physical education teachers can implement inclusive and equitable strategies through appropriate teaching and continuous processes. With the help of learning strategies, physical education teachers can be one way to shape student character (Musa et al., 2022). Implementing physical education during the COVID-19 pandemic is an obstacle because teachers in the field only provide theory for students to learn without direct practice. When evaluating physical education in schools, teachers can apply it to students, starting with lesson plans, practical activities in class and on the field, developing positive attitudes, and participating in the final lesson (Parma et al., 2022). With the benefit of planned physical education in schools, teachers' material skills improved.

In physical education, students can think critically and creatively and be able to collaborate. Physical learning involves sports equipment and learning resources packaged with modern technology. In addition, professional physical education teachers require to understand and implement the physical education curriculum (Syafuruddin et al., 2022), sports facilities and services (Purnama & Herliana, 2017), school management and evaluation and assessment (Purwadi et al., 2022; Sari, 2018). **The COVID-19 pandemic allows physical education teachers to plan and implement distance learning without a gap in learning outcomes that results in decreased student understanding due to limited PE facilities and infrastructure for movement activities** (Setyawan & Puspitarini, 2022).

Physical education today demands learning effectiveness. Collaboration is needed to support teachers in improving effectiveness in physical education (Bjørke & Casey, 2022). Social justice must be embedded in teachers' belief systems for learning (Hill et al., 2022; Scanlon et al., 2022). In the future, future physical education teachers should also be aware of the massive influence of gender stereotypes and consumerist values on physical activity that mostly come from the media (González-Calvo et al., 2021). All of these can be maximized through good learning management.

Physical education must consider all three domains of educational goals: qualification, socialization, and subjectivity (Volshøj & Jensen, 2022). **The interaction of resources across contextual dimensions and activity layers that teachers use to support curriculum transformation and implementation** (Alfrey & O'Connor, 2022). Students should be engaged in exploring physical education (Hastie et al., 2022). Students should be engaged

in exploring physical education (Hennig et al., 2022). They explore college physical education teachers' perspectives on practical use and implementing student-centered characteristics (Choi et al., 2022). Finally, physical education teachers must prepare for risk management and student safety (Porsanger, 2021).

This research impacts the novelty of knowledge, especially in physical education management at primary schools. This research is limited to only two predictors. In the future, research will involve more varied predictors. We hope that there is a positive correlation between good management and physical education. We want teachers to be consistent with learning management. Some teachers who are not good at management are expected to be active in subject-teacher groups. Good learning management is a necessity for effective learning. This effectiveness makes student performance in the cognitive, affective, and psychomotor aspects more optimal.

## CONCLUSION

The findings of this study place the management of physical education in Central Java in the category of "good". The management of physical education includes planning, implementation, and evaluation. Years of teaching and age are not predictors of physical education management. Most physical education teachers are linear and have at least a bachelor's degree. This research is limited to primary school physical education teachers and limited to Central Java. There needs to be research in junior and senior high schools, with a wider scope in the future. Further studies involving a more significant number of teachers with other variables to determine predictors are needed. The results of this study contribute consideration, support, and contribution of ideas to stakeholders to improve the quality of physical education. The role of management is crucial in improving teachers' overall educational goals.

## ACKNOWLEDGEMENTS

The authors would like to thank Universitas Negeri Semarang for supporting the research and publication of this article.

## CONFLICT OF INTEREST

There is no conflict of interest in this study.

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