The Development Model Competence Teacher Physical Education Based Creativity and Independence

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Abstract. This research aims to develop model competence teacher physical education based on creativity and independence. The sample in this study is teacher elementary school in Ambon City. The methodology used in this study is the Research and Development model Borg and Gall. To see the effectiveness of the model, a 1-1 test, a small group, and a field test with an indicator of creativity and independence. The results showed that the model could improve the creativity and independence with an average value of 86. This showed an effective model to increase the creativity and independence of teachers in physical education elementary schools in Ambon City.

Keywords: Teacher Competency Model, Creativity, and Independence

1. Introduction

Creativity and independence are needed to improve the quality of physical education. Research about creativity in the world of physical education is still lacking[1]. Some studies recommend the importance of insights about designing and implementing instructional strategies to facilitate student learning [2,3,4,5]. The teacher's ability to design PE learning is closely related to creativity and independence. Creativity is related to brain intelligence [6]. The importance of creativity has been demonstrated by several researchers [7,8,9,10]. Creativity provides space for teachers to develop to create a new learning atmosphere. Creative teachers tend to be able to generate students' passion in learning. In cognitive neuroscience research shows that creativity is not just genetic inheritance, but rather a string of cognitive processes that can be developed [11]. The structure of this intelligence consists of three dimensions, namely; product content and processes[12]. Creativity includes the elements of
finding, building, composing and designing, designing, changing and adding[13]. Creativity being able to create original meanings, see new relationship ideas. Creativity is the ability of the teacher to develop and organize the knowledge he possesses, which ability is the result of the ability to think, analyze knowledge manifested in concrete forms that can be seen in plain view in planning, implementing PE learning.

Discusses ways to create an effective community for learning and demonstrate that an independent learning environment should develop a climate in which important people and respect groups create trust, support and communication [14]. Independence contains values of freedom. Free to develop, implement and carry out positive activities. Reality shows that teachers who are not independent tend to be less creative. The independence will be related to the absolute freedom of the teacher in planning, implementing, and evaluating learning that is relevant to the needs of students. Highlighting the role of teacher in providing the optimum balance between structure and freedom of expression for students [16,17,18] Teachers must provide freedom for students especially to be independent and able to solve problems [19]. Independent teachers look more confident in creating a safe, comfortable and enjoyable learning environment. Learning without burden. It is argued that teachers and student workers can ask open-ended questions, tolerating ambiguity, modeling creative thinking and behavior, encouraging experimentation and persistence and praising student who provide unexpected answers. It is certainly a creative teacher and creative teaching are key components in fostering creativity in Student.

Researchers in physical education have ‘movement responses to specific teachers’ actions in order to provide insight into designing and implementing instructional strategies that facilitate students’ learning [20,21,22,23]. Concerning physical education, many scholars believe that the ability of learning activities and experiences, to create optimum learning and to interact with student, plays an important role in developing and promoting children's use of creative and critical thinking skills [24,25,26].

A model is simple representation of more complex forms, processes and functions of physical phenomena or ideas [27]. model as something that describes a pattern of thinking some experts define that the model is the development of learning systems, curriculum systems, a process, and validate educational products [28,29] The model is a basic framework that can be used by teachers in developing, planning, and implementing learning that is in accordance with work steps and supported by appropriate learning tools such as; Syllabus, lesson plan, and teaching material.

Research on teacher creativity is still lacking, especially in physical education. Some studies emphasize more on student creativity. Though both will support each other, creative teachers tend to give birth to more creative student. Some research results show that conventional models have less positive impact on learning outcomes whereas creative learning models are one of them based on problems that have a more
effective impact and can be applied by physical education teachers in an effort to
develop student creativity [30]. Based on the background of the above problems, this
study aims to develop a model for developing the competency teacher physical
education based on creativity and independence. Based on the needs analysis shows
that the lack of creative teachers in implementing learning causes low learning
outcomes and student motivation. In connection with this problem, efforts are needed
to create more creative and independent teachers in planning, implementing and
evaluating learning.

2. Methods

Research and development used the Borg and Gall model with qualitative and
quantitative approaches [31]. The development steps are grouped again by researchers
into four stages, namely: First stage, preliminary research is conducted to identify
the estimated design requirements and the development of models for increasing the
competency of Physical Education teachers is done by studying the literature on
learning models so that they come to the concept. Second Phase, Designing and
developing models consisting of model designs, namely: a) conceptual models, b)
procedural models, and c) physical models. The procedural model is the development
steps with the Borg and Gall models. The physical model is the final form of the
model's physical form with social support devices, namely; Syllabus, lesson plan, and
material.

Stage Three, Validation, Evaluation, and Revision of the Model, Formative
stages of evaluation are carried out, namely: 1. expert validation by material and media
2. validation of one to one (1 - 1), 3. validation of small groups with 5 physical
education teachers, 4. field trials conducted on physical education in SDN 64 Ambon
in the academic year 2018/2019. The instrument used to assess the effectiveness
of this model test is a questionnaire and assessment format that Judge by experts and in
trial run at 5 teachers. Data were collected and analyzed by mean difference test. The
process of calculating and processing data is done with Excel and SPSS version 22.

3. Results and Discussion

3.1 Results

The results of a preliminary study of teacher competence in Physical education
learning are still not in accordance with the physical education learning objectives. The
teacher carries out learning with demonstration models, lectures and using simple
media known as conventional models. Learning activities are dominated by teachers,
teachers are less creative in developing learning. The teacher feels tied to the
achievements of the curriculum so that the teacher's space to develop learning is very limited. This has an impact on the freedom and creativity of the teacher in developing learning.

Secondly, the development of this Model of Creativity and Independence is done by the steps of Borg and Gall. The Development competency teacher physical education based creativity and independence consists of draft 1 conceptual models, procedural models, and physical models. The conceptual model of this research is the work steps that will be carried out by the teacher in physical education is Borg and Gall which are divided into four stages, namely: identify, develop, evaluate and revise.

Third, the application of the Development Model for the Development of Physical education Teachers' Competencies Based on Creativity and Independence has proven to be effective in increasing creativity. The effectiveness test of the Development Model of Physical education Teacher Competency Development Based on Creativity and Independence was carried out by a series of trials; expert test, one to one, small group, and class test experiment. Expert validation test results for material experts 86% (very good), and media experts 83% (good). Based on the results of the expert validation test, it can be concluded that the Model of Physical education Teacher Competency Development Based on Creativity and Independent is feasible but there is still a revision to perfection.

![Figure. 1. The Resume Expert Validation](image)

Test one to one teacher opinion about the model is; interesting material, developing teacher knowledge, easy to understand, easy to read, and can reflect clearly. The teacher feels more challenged, more innovative and very helpful to the
Field class test results conducted by teachers to students or experimental class tests in the sample study at SDN 64 showed significant results on the learning process and student learning outcomes. Students' mastery in learning reached 87% of students getting an average score of 86. The implementation of the Development Model of Guiding the Development of Competency-Based Teacher Competency and Independency Teacher after the implementation had a positive impact on the potential of teachers in planning, implementing and evaluating learning.

3.2 Discussion

The development of teacher competency based on creativity and independence is carried out with the stages of needs analysis, development, implementation and evaluation. Overall the results of the teacher competency development model are as follows:
Teacher creativity is the main thing in implementing and developing learning models. Creativity is the ability of the teacher to create and a learning based on new discoveries or modify existing learning models. The tendency of teachers to only use existing learning models such as lecturing, assigning students or asking students to carry out uncontrolled learning, repeating old learning without modifying it causes
learning objectives not to be achieved properly. In connection with this, the creativity of the teacher is needed to package more innovative learning, namely by bringing up creative ideas. The forms of creative ideas that can be developed in physical education provided to teachers in this training are as follows:

1. Developing knowledge and skills related to physical education activities, aesthetic development, and social development. This can be seen from the teacher's ability to create a series of movements in learning (kicking by running zig zag in soccer). The teacher is able to create a structured series of movements with the concept of development based on his own ideas.

2. Teachers are more confident and able to master basic motion skills that will encourage their participation in various activities of health education. Teachers better understand the knowledge of basic movements that must be mastered by students such as locomotor, non-locomotor, and manipulative movements. Based on this understanding the teacher can finally develop and modify locomotor and non locomotor, locomotor and manipulative movements etc.

3. The limitations of facilities and infrastructure can be overcome by the teacher by developing learning media that are in accordance with curriculum needs and students.

4. The teacher feels more free in developing ideas or opinions and has the freedom to develop and implement learning in accordance with the concept of independence, namely the freedom to reduce fear of the curriculum. The reduced sense of being burdened with partiality to anyone.

5. Develop personal values through participation in the activities of Health Insurance both in groups and individuals.

6. Participate in Physical education activities that can develop social skills that enable students to function effectively in relationships between people.

7. Enjoy the fun and excitement through Physical education activities, including sports games.

Creativity in Physical education learning is one part that must be developed as mandated in the law that creativity is needed for the readiness of future students in facing future challenges later. In creativity formed cooperation between mind, feeling, vision. This is similar to what was suggested by Semiawan that creativity includes one of one's abilities to create new movements [32]. All of this is related to human thinking Guilford [33] describes the structure of three-dimensional intelligence, namely content, products, and processes. Intellectual operations in Physical education learning show thinking activities, content is material, and products are the result of a process that is applied to certain content (material) with five categories of intelligence operations, namely: cognition, memory, convergent thinking, divergent thinking, and evaluation.
Teacher creativity in carrying out physical education learning in physical education has a relationship with independence. Creative teachers tend to have a higher independence. Independence in Physical education is a situation or position where the teacher is not bound by any party and has independence in creating learning. Carey emphasizes that independence is free from influence and not controlled by others, not dependent on other parties. Independence is essentially the attitude of the mind of someone who has responsibility, is free in presenting the results of his examination and avoids conflicts of interest.

Based on the results of expert research and studies, it can be concluded that the freedom of Physical education teachers can develop learning more creatively and innovatively. Teachers who are independent tend to look more active and develop learning models and in quality have a positive impact on the learning outcomes and processes that are in line with what is aspired to in the educational environment to develop a complete Indonesian human being.

4. Conclusion

Based on the results of the research, the development model of physical education teacher competency based on creativity and independence can be summarized as follows: Development of this model can improve the creativity and independence of Physical education teachers in elementary schools. This training model also provides additional insight and better knowledge to the teacher. Teachers become more motivated in developing further learning and can develop learning with varied learning media.

5. Reference


