The Analysis of Ability Physical Education Teachers in Managing Learning at the level of a Junior High School in the Ambon City

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Abstract. Physical education is a process of learning through physical activity designed to enhance the growth and development of the realm; both the cognitive, psychomotor, and affective through activities that are performed in order to improve physical fitness, develop motor skills, knowledge, behavior of healthy living and active attitude, sportsmanship, as well as emotional intelligence, with structuring a good learning environment. For the purposes referred to professional personnel required special competence in physical education which can handle the process of learning of physical education. Presence of a 2013 curriculum has been officially in use nationally, in fact far from maximum to be applied in schools, although the learning process has been supplemented by teachers who competence in the field of physical education. This is because there are still differences of curriculum implementation in the process of learning the real 2013, given characteristic. This research was carried out with the purpose "to analyze the ability of physical education teachers in managing their learning at the level of a junior high school in the city of Ambon", to obtain data on the subject of deeply researched then This research will be carried out using a descriptive approach qualitative. As for techniques to collect data in this study among others; 1) observation, 2) interview, 3) documentation, 4) triangulation. As for analyzing the data obtained, then used the technique of analysis of data flow model from Miles and Huberman, 1984 (in Sugiyono, 2013). The results of this research will be to know the ability of physical education teachers in managing learning based on the curriculum implementation in 2013, as well as information and materials can be donated to mind for teachers of physical education generally as well as related institutions in this Office of education and sports of the city of Ambon, in the framework of learning process improvement.
1. Introduction

Government in the field of education is currently prosecuting a teacher to be a spreader of good information. In addition to its main task as a spreader of information "education" for students, teachers also serve as planners (designer), implementing (implementer), and appraisers (evaluator) of learning. When learning geared to meet the needs of private learners, with the provision of a proper science and practice the necessary skills learners, then there is a dependence towards an effective standard material or organized. Therefore, it takes new role of teachers which teachers are required to have technical skills that assist teachers in organizing the material as well as managing them in learning and the establishment of the competence of learners.

Physical education is a process of learning through physical activity designed to enhance the growth and development of the realm; both the cognitive, psychomotor, and affective, through presence of a 2013 curriculum has been officially in use nationwide, expected to well organized by teachers of physical education, to the process of learning by curriculum 2013 runs with maximum.

The reality of implementation at the level of junior high school (JUNIOR HIGH SCHOOL) in the city of Ambon since the school year 2017/2018 is far from optimally applied, although as a professional teacher of physical had been provided with a range of technical guidance about the scenario planning the learning, but there are still differences in the implementation of the curriculum of 2013 when the learning process processed.

For that at this point the researcher wants to study more in depth how the learning process physical organized by teachers for students in the junior high school level (JUNIOR HIGH SCHOOL) in the city of Ambon, in a study titled "Analysis of the ability of physical education Teachers in managing their Learning at the level of a junior high school in the city of Ambon ".

2. Methods

Methods used in this research is descriptive qualitative approach i.e., because researchers wanted to know the ability of physical education teachers in managing the learning process at the level of a junior high school in the city of Ambon with curriculum implementation in 2013.

Based on the objectives to be achieved in this study, the researchers then use instrument in the form of an assessment of implementation of the learning format, which consists of 24 grains of indicators or aspects of observation, such as; 1) Organizing classes, 2) indicates the benefits of learning material, 3) relate the material
to be learned by the experience of learners or with previous material, 4) Provide motivation and/or delivering the benefits of the learning material, 5) Showed mastery of the learning material, 6) Makes the link between material taught by reality or with other knowledge, 7) Presenting material clearly, structured, and easily understood, 8) Carrying out learning in accordance with competencies and indicators (goals) to be achieved and characteristics of students, 9) Mastering classes, 10) Facilitating participants students to observe, 11) fishing or encourage students to ask, 12) facilitate students to gather information (try), 13) facilitate students to analyze or reason (associate), 14) facilitate students to communicate work results, 15 ) use the media effectively and efficiently, 16) Involve students in the use of learning resources, 17) Open to students' responses, 18) Demonstrate conducive interpersonal relationships, 19) carry out learning that allows nurturing effects, 20 ) monitor or assess student learning progress, 21) use verbal discussion n write clearly, well, and correctly, 22) Use of time effectively, 23) Reflect or make a summary by involving students, 24) Carry out follow-up in the form of direction, reinforcement, or assignment as remedial part or enrichment Furthermore, the techniques for collecting data in this study include; 1) observation, 2) interviews, 3) documentation, 4) triangulation. Whereas to analyze the data obtained, the flow model data analysis techniques were used from Miles and Huberman, 1984 [1]. This research itself was carried out in Ambon city, in 5 (five) junior secondary schools, among others; 1) Secondary Middle School 2 Ambon, 2) 4 Ambon State Middle School, 3) State Junior High School 6 Ambon, 4) Junior High School 9 Ambon, and 5) State Junior High School 14 Ambon. The final stage is validity testing data encountered by researchers when conducting research, based on several criteria, among others; 1) testing credibility or degree of trust, with various evidence obtained when the research process was carried out. 2) transferability testing or creation of transferability where the results of the research must be detailed, so that they can be understood. 3) dependability testing, where the researcher must be able to prove the activity track in the field from the beginning to the end of the research process. 4) reliability testing, where the results of research must be tested and linked to the process carried out in the field. If the result is a function of the process carried out, it has met the confirmation standard.

3. Results and Discussion

Based on the purpose of this study, which is to find out the ability of physical education teachers in managing the learning process at the junior high school level in Ambon city with the implementation of the 2013 curriculum, in 5 (five) subjects who were teachers of study in each school used as the research location, and in general the data obtained can be submitted as follows;
**Preliminary activities**

In the preliminary activity, there are 4 indicators assessed, namely 1) Organizing the class, 2) Showing the benefits of learning material, 3) linking the material to be learned with the experience of students or with the previous material, 4) Providing motivation and / or conveying the benefits of learning material.

Based on the process at the beginning of learning, the scores obtained by each subject can be seen in table 1 below.

<table>
<thead>
<tr>
<th>Subyek</th>
<th>Score Max</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPT-G1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>IMTR-G2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>IFNR-G3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>PIDR-G4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>PDLR-G5</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Based on the data presented in table 1 above, it can be said that 4 (four) items of indicators have a maximum score of 20, but the score that can be obtained in this preliminary activity is the subject of the IMPT is only 10, the score of the subject is an IMTR of 16, the subject score of IFNR was 7, the score of the subject was PIDR of 8, and the score of the subject was an PDLR of 7.

So that it can be said that the average subject ability in managing preliminary activities in learning is included in the low category.

**Core activities**

In core activities, there are 18 indicators assessed, namely; 1) Showing mastery of learning material, 2) Making links between material taught with reality or with other knowledge, 3) Presenting material clearly, structured, and easily understood, 4) Carrying out learning in accordance with competencies and indicators (objectives) to be achieved and the characteristics of students, 5) Mastering the class, 6) Facilitating students to observe, 7) Fishing or encouraging students to ask questions, 8) Facilitating students to gather information (trying), 9) Facilitating students to analyze or reason (associate), 10) Facilitate students to communicate work results, 11) use the media effectively and efficiently, 12) Involve students in the use of learning resources, 13) Open to students' responses, 14) Show conducive interpersonal relationships, 15) carry out learning that allows nurturing effects, 16) observe or assess the learning progress of students, 17) Using oral and written discussion clearly, well, and correctly, 18) Use of time effectively. Based on the process of core learning activities, the scores obtained by each subject can be seen in table 2 below.
Based on the data presented in table 2 above, it can be stated that 18 (eighteen) indicators have a maximum score of 90, but the score that can be obtained in the core learning activities is the subject and IMPT is only 51, the subject score is IMTR for 60, the subject score of an IFNR was 56, the score of the subject was PIDR of 66, and the score of the subject was an PDLR of 34.

So that it can be said that the average subject's ability to manage core activities in learning is in a sufficient category.

**Post Activities**

When closing the learning, there are 2 indicators that are assessed, namely 1) Reflecting or making a summary by involving students, 2) Carrying out follow-up in the form of direction, reinforcement, or assignments as remedial parts or enrichment.

Based on the process when closing learning, the scores obtained by each subject can be seen in table 3 below.

<table>
<thead>
<tr>
<th>Subyek</th>
<th>Score Max</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPT-G1</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>IMTR-G2</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>IFNR-G3</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>PIDR-G4</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>PDLR-G5</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

Based on the data presented in table 3 above, it can be stated that 2 (two) of the above indicators have a maximum score of 10, but the score that can be obtained in this preliminary activity is the subject of the IMPT is only 6, the subject score is IMTR of 6, the subject score of an IFNR is 4, the score of the subject is PIDR of 4, and the score of the subject is an PDLR of 3.

So that it can be said that the average subject ability in managing preliminary activities in learning is included in the low category.

**The Ability of Physical Education Teachers in Managing Learning**

To be able to analyze the subject's ability to manage learning starting from preliminary activities, core learning activities, and closing learning activities, then the
following will be explained the subject score during the learning process, as in table 4 below.

Table 4. Score of the Subjects Managing Learning Physical Education

<table>
<thead>
<tr>
<th>Subyek</th>
<th>Score Max</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPT-G1</td>
<td></td>
<td>55,83</td>
</tr>
<tr>
<td>IMTR-G2</td>
<td>120</td>
<td>68,33</td>
</tr>
<tr>
<td>IFNR-G3</td>
<td></td>
<td>55,83</td>
</tr>
<tr>
<td>PIDR-G4</td>
<td></td>
<td>55,00</td>
</tr>
<tr>
<td>PDLR-G5</td>
<td></td>
<td>36,67</td>
</tr>
</tbody>
</table>

Based on the data presented in table 4 above, it can be stated that 24 (twenty four) items of indicators for the assessment of learning management obtained by subjects during the learning process take place from beginning to end, have a maximum score of 120, but a score that is able to be obtained by subjects and IMPT only at 55.83. The subject score of a.n IMTR is 68.33. The subject score of IFNR a.n is 55.83. The subject score of a.n PIDR is 55.00 while the acquisition score of a.n PDLR is 36.67.

So that it can be said that the average subject ability in managing physical education learning is included in the low category. This is due to the 24 indicators that were not implemented properly by the subjects.

4. Conclusion

Based on the facts encountered in the field, it can be concluded that:

1) Generally the 2013 curriculum is only used as a frame in learning planning, but in its implementation it still uses the education unit level curriculum (KTSP).

2) If it is associated with the results of interviews conducted with the subjects, it can be stated that the low ability of the subject in managing learning with the 2013 curriculum can be caused by several factors, including:
   a) Subjects generally rarely get technical guidance on how to develop learning using the 2013 curriculum. Generally, only guidance is given to develop learning tools using the 2013 curriculum.
   b) Special experts in the field of physical education, are not involved when they take technical guidance, but the guidance is carried out in general for all subjects.
   c) The lack of understanding of subjects in the development of learning by applying the 2013 curriculum, causing the subjects in this study to still apply learning using the education unit level curriculum (KTSP).
   d) Although there were among the subjects involved in this study understanding the procedures for implementing the 2013 curriculum in physical education learning, but it does not guarantee that it can implement the 2013 curriculum in learning according to the procedure.
5. Reference


