THE ANALYSIS OF COMPETENCE OF PHYSICAL EDUCATION, HEALTH, AND SPORTS TEACHERS’ IN THE CITY OF BANDA ACEH IN ACTION RESEARCH CLASS

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ABSTRACT

Classroom Action Research (PTK) is a systemic study as an effort to improve the implementation of educational practices by teachers by taking actions in classroom learning. The purpose of this study is to know the competence of physical education, health, and sports teachers’ in the city of Banda Aceh in action research class. The approach in this research uses a qualitative approach and descriptive research type. Subjects in this study were physical education, health, and sports teachers in the city of Banda Aceh amounted to twelve people which consist of four PJOK teachers in the elementary level, four PJOK teachers in junior level, and four PJOK teachers in high school level. The research instrument used is a questionnaire and an interview guide. Based on the results of research can be concluded that PJOK teachers in the elementary level have not been able to implement and make a PTK report properly. This is because the lack of knowledge related to PTK and training undertaken by the relevant agencies, thus requiring the assistance of others when implementing and making a PTK report. The competence of teachers in junior and high school level in the city of Banda Aceh in implement and make PTK reports better. This is because they often attend training and seminar activities as well as read articles related to classroom action research. Therefore they can identify students' difficulties and apply learning models that can improve student learning outcomes.

Keywords: Classroom, Action, Research

INTRODUCTION

In the learning process undertaken by teachers, every day can not be separated from a little problem faced in the classroom. Problems that arise can come from students or from the situation or condition of the ongoing
learning process. To solve and correct the problem, teachers must have the ability to conduct research and improvement of the learning process. To realize this, teachers need to be equipped with knowledge and skill associated with research class action.

Action research is a systematic study of efforts to improve the implementation of educational practice by a group of teachers by taking actions in learning, based on their reflection on the outcomes of those actions (Kunandar, 2008). Classroom Action Research (PTK) is a reflection of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or by the direction of the teacher conducted by the student. PTK aims to make changes or improvements in the quality of processes and learning outcomes through a series of learning activities. PTK is also intended to study teachers to improve the will and ability to think critically and systematically.

Based on the results of interviews of ten elementary schools teachers in Aceh Besar district government in January 2016. From interviews, it is known that sports teacher still rarely do classroom action research. They reveal a variety of different reasons that I can summarize as follows.

1. Lack of teacher understanding in conducting classroom action research.
2. Teachers do not yet have the ability to write results from classroom action research.
3. The classroom action research writing training is still very minimal held by related institutions.
4. The ability of teachers in using technology, especially computer technology is still limited

Currently, Classroom Action Research (PTK) is growing rapidly in developed countries such as Britain, America, Australia, Canada. Educational research experts of late have paid considerable attention to the PTK. Because this type of research is able to offer new ways and procedures to improve and improve the professionalism of educators in the learning process in the classroom by looking at the condition of students.

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form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or by the direction of the teacher conducted by the student.

The implementation of PTK can not be separated from the principles. The principles of the implementation of PTK include:

1. PTK should not interfere with teacher teaching and learning tasks.
2. PTK should not spend much time, therefore PTK should be designed and prepared in detail and mature.
3. The implementation of the PTK should be consistent with the design that has been made.
4. The problem under study should be a problem that is actually present and faced by the teacher.
5. The implementation of the PTK must always follow the applicable work ethics (obtaining principal's permission, making reports and others).
6. It should always be more focused than the PTK aims to make changes or improvements in the quality of the learning process and outcomes, through a series of learning activities, therefore the willingness and ability to change becomes very important.
7. PTK is also intended to teach teachers to improve the will and ability to think critically and systematically.
8. PTK also aims to familiarize or teach teachers to write, record various other academic activities.
9. PTK should start from simple, real, clear and sharp issues.
10. PTK is carried out in the form of recurrent cycles in which there are four main stages of activity namely planning, action, observation, and reflection.

Stages in Classroom Action Research are planning, action, observation, and reflection. Planning is developing a plan of action that is critical to improving what has happened. The PTK plan should be flexible enough to be adapted to unpredictable influences and unseen obstacles. Planning is prepared based on the problem and the hypothesis of actions tested empirically so that the expected changes can identify aspects and results in teaching and learning process. The notion of action in classroom action research is the conscious and controlled action of the researcher which is a careful and prudent variation of practice. In this context, the
action is used as a policy for teachers for the development of subsequent actions, namely the actions of teachers with a strong will to improve and improve the quality of learning. The action is done is in accordance with what has been planned.

Observations are made to obtain a careful picture of the action being performed and then documenting the effects or effects of the action. Observations are essentially oriented to the future, providing the basis for current reflection activities. Moreover when the cycle or cycle of action is in progress. Reflection is remembering, contemplating, examining, and re-analyzing an action as recorded in the observation. Reflection in classroom action research seeks to understand the real processes, problems, and obstacles in the actions that have been taken during the learning process. Reflection always considers the various perspectives or perspectives that exist about real learning situations and seeks to understand the issues and circumstances in which the learning problem arises.

METHODS

The approach in this research uses a qualitative approach and descriptive research type. The reason used qualitative approach is to reveal and understand something behind the phenomenon to be studied (Strauss and Juliet, 2007). In addition, qualitative approaches are used so that researchers gain insight into something newly known by observing directly the object of research. This type of descriptive research is a research method that tries to describe and interpret the object as it is (Sudijono, 2006).

In taking the subject of research using the purposive technique. According to Bungin (2007) purposive technique is the technique of taking informants in qualitative research by determining the group of participants in accordance with the selected criteria relevant to the research problem. The size of the number of informants depends on the available resources and time as well as the research objectives. Subjects in this study were physical education, health, and sports teachers in the city of Banda Aceh amounted to twelve people which consists of four PJOK teachers in elementary level, four PJOK teachers in junior level, and four PJOK teachers in high school level.

In this research data collection techniques used are an interview and questionnaire techniques. Interviews used in the form of semi-structured interviews. The grid interview is as follows.
Table 1. Grid of Interview Sheet

<table>
<thead>
<tr>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you know about classroom action research?</td>
</tr>
<tr>
<td>2. How do you respond to the benefits of classroom action research?</td>
</tr>
<tr>
<td>3. What is the process of conducting classroom action research that you know?</td>
</tr>
<tr>
<td>4. Give examples of classroom action research you have done!</td>
</tr>
<tr>
<td>5. What do you need to improve your skills in classroom action research?</td>
</tr>
</tbody>
</table>

The questionnaire used in this research is a structured questionnaire. The questionnaire was measured using a 5-point Likert Scale. Respondents determine. The level of approval for each statement by showing strongly disagree (1), disagree (2), neutral (3), agree (4), or strongly agree (5). The contents of the questionnaire are as follows.

The data analysis techniques used in qualitative research according to Creswell (2010) through the steps as follows.

1. Processing and preparing data for analysis.
2. Read the entire data.
3. Analyze more details by coding data.
4. Apply the coding process to describe the settings, the people, the categories to be analyzed.
5. Show how the description of the information obtained will be restated in the narrative / qualitative report.
6. Interpret the data.

Based on the above, the data analysis in this study includes the stage of collecting information obtained from interviews and questionnaires.

RESULTS AND DISCUSSION
Based on the results of research through data collection techniques in the form of questionnaire can be concluded in the following table
Table 2. Answers Teachers Questionnaire.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement Indicators</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>SUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I know about classroom action research</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I know the benefits of classroom action research</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>I know about the process of conducting classroom action research</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>I was able to carry out classroom action research</td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>5.</td>
<td>I gain sufficient experience in conducting classroom action research</td>
<td></td>
<td></td>
<td>2</td>
<td>6</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>6.</td>
<td>I often do classroom action research</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>7.</td>
<td>I get a lot of knowledge about the use of mathematics learning technology through lectures</td>
<td></td>
<td></td>
<td>3</td>
<td>5</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Note:
SD : Strongly Disagree
D  : Disagree
N  : Neutral
A  : Agree
SA : Strongly Agree

In addition to the questionnaire, researchers also conducted interviews with research subjects. From the interview, results can be seen that teachers PJOK for the elementary level has not been able to carry out and make a report PTK well. This is due to the lack of knowledge related to PTK and the lack of training carried out by the relevant agencies, thus requiring the assistance of others when implementing and making a PTK report. The ability of PJOK teachers for junior and senior high schools in Banda Aceh to implement and make PTK reports is better. This is because they often attend training and seminar activities and read articles related to classroom action research. Thus, PJOK teachers in junior and senior high schools can identify students' difficulties and apply learning models that can improve student learning outcomes.

In addition, from the interviews also known that the method of data collection used by teachers demanded a long time, so the opportunity to disrupt the learning process. Therefore, data collection procedures that can be handled by the teacher must be used, while the teacher remains active as a full-time teacher. Thus it is necessary to develop data recording techniques that are quite simple but can produce enough meaningful information.
Another thing that teachers can convey is that the methodology used is not carefully planned, so action can be formulated in a testable hypothesis of action in the field. Teachers can develop strategies that can be applied to their class situation, as well as obtaining data that can be used to "answer" the proposed hypothesis. Thus, reflection activities (reflection, thought, evaluation) is done not based on rational considerations (using theoretical concepts) are valid and valid in order to make improvements in the effort to solve the problems that occur.

CONCLUSION

Based on the results of research can be concluded that teachers PJOK for the elementary level has not been able to carry out and make a report PTK well. This is due to the lack of knowledge related to PTK and the lack of training carried out by the relevant agencies, thus requiring the assistance of others when implementing and making a PTK report. The ability of PJOK teachers for junior and senior high schools in Banda Aceh to implement and make PTK reports is better. This is because they often attend training and seminar activities and read articles related to classroom action research. Thus, PJOK teachers in junior and senior high schools can identify students' difficulties and apply learning models that can improve student learning outcomes. Therefore, it is needed a training in the form of workshop about the implementation of classroom action research so that teachers can implement PTK maximally.

REFERENCES


