

c05-Artikel-Mapping Of Physical Education Teachers Based On The Number Of Elementary School Students In Banyumas Regency

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MAPPING OF PHYSICAL EDUCATION TEACHERS BASED ON THE NUMBER OF ELEMENTARY SCHOOL STUDENTS IN BANYUMAS REGENCY

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ABSTRACT

The present study is aimed at determining the needs for physical education teachers based on the mapping of the number of teachers and the number of elementary schools in Banyumas Regency.

This institutional research used the descriptive research design with self-report observation technique. The observation technique was aimed at obtaining information relevant to the problem and research purposes. The population of this study was the Head of the Department of Education in Banyumas Regency as the main source in obtaining the information on the teachers of physical education in Banyumas Regency. The instrument for data collection used by the researcher was observation on teachers of physical education in Banyumas Regency. Data obtained from the observation were analyzed using the quantitative descriptive technique.

The results of this study reveal that in Banyumas Regency, there were 659 teachers consisting of 523 government employee teachers and 136 honorary teachers. The data also reveal that there were 608 state elementary schools and 114 private ones. Finally, the data infer that there were 157,556 students in Banyumas regency.

INTRODUCTION

Background

Based on fact, throughout Indonesia there are still many shortcomings of physical education teachers for elementary schools. To meet the shortage of teachers, it is necessary to prepare the provision of physical education teachers through educational programs that can be accountable. Teachers must be professional and have skills that can be justified academically and have a moral line with Indonesian culture.

Faculty of Sport Science, Yogyakarta State University (YSU), is one of universities producing teachers and education human resources. Faculty of Sport Science YSU has been conducting education seriously to produce teachers who understand the science education for children so that the students can (1) facilitate the establishment of the basics of human personality and the development of all the potential (multi-intelligence) of children, (2) develop basic knowledge and skills of children to be able to master and utilize science and technology and to develop self-knowledge and skills in the future, (3) develop creativity and prepare job-productive employment skills, set-retent, and innovative ideas in the near future, and (4) grow willingness (needs for achievement) to devote themselves as educators professionally.

Physical education instruction is related to teaching and learning of motions. The theories of motion instructions are the processes of individual adaptation to the environment or conditions that can lead to changes in individuals. In addition, according to Rush (1988: 61), teaching is a set of activities that are deliberately conducted by individuals who are being taught. Some experts express their opinions on the definition of physical education lessons. Nichokfs (1986: 61) argues that

In learning motor skills, children generally pass three stages of learning. In the first stage they begin to grasp an understanding of the sequence of the task, how body parts are used, and control of space and movement qualities for successful performance. The second stage is practice stage in which children refine pattern, correcting errors as needed. The third stage involves mastery learning and relatively automatic performance in which the skill is habituated.

The overall total teachers needed in Banyumas Regency reach is 6,392. At present, the number of teachers has reached 5,116 people. It means that Banyumas Regency still needs 1,276 teachers. Even though there is still a shortage, the presence of honorary teachers is very ~~high~~. The existence of this teacher shortage will continue to be met through honorary staffs who will be appointed as government employees. Almost all regions in Banyumas regency are experiencing teacher shortages since there are also teachers who are retired. This is commonly seen from the number of teachers who proposed retirements to the Department of Education. Furthermore, the comparison between teachers who are retired with the accretion of new teachers who go out is not balanced.

Research Objectives

The purpose of this study was to determine the needs for physical education teachers based on the mapping of the number of teachers and the number of elementary schools in Banyumas Regency.

LITERATURE STUDY

The Role of Education Labour Institute of Sport (LPTO) In Higher Education.

To be able to produce graduates with the types of skills required by society, LPTOs must have lecturers whose expertise are in accordance with this purpose of education goals. In fact, it can be presumed that in Indonesia, the number of personnel lecturers who possess expertise covering all types of skills needed in sports community is not necessarily fulfilled by LPTOs. Therefore, there should be workforce development strategies in each LPTO to arrange programmes in fulfilling the needs of the type, quantity, and quality of the expertise needed. According to Toho C. Muthohir (2007), data from 10 lecturers of FPOK / JPOK (Department of Physical and Sport Education) which was collected in 1998, from 13 FPOK / JPOK in Indonesia reveals that the number of the educators were uneven, both in terms of number, type of expertise, levels of education, and ranks.

The failure of LPTOs to meet the needs of society is proven through the courses opened and the existing curriculum in each subject. The example is that of 49 sport branches or even more developed in the community, only about half of them is included in the curriculum or developed by LPTOs. In other words, LPTOs are immature for all branches of sport in society. There are many more sports that have not been nurtured in LPTOs.

Physical Education Curriculum Primary Schools In Indonesia

Recognizing the curriculum of physical education in elementary schools in Indonesia (also high schools), then we understand that there have been changes in its forms and contents from one period others in the last 10 years. All were conducted by the Directorate general of Elementary and Secondary Education in order to improve the quality of materials and the contents of the curriculum since the curriculum plays an important role in creating successful learning and teaching process in the Indonesian community diversity.

At least, there are hopes to have curriculum that are appropriate and adequate for the development of elementary school students. It starts with the competency-based curriculum (CBC). So far, the national education curriculum did not fit with the concept of holistic education that is the concept of education which involves and develops all aspects of human potential in a holistic manner (Megawangi, 2004). Megawangi further says that the education processes must be capable of forming a competent human to face the challenge of globalization and fast-changing world as well as the spiritual awareness. Therefore, the CBC is considered as appropriate because it reflects the concept of character-based holistic education. The competency-based curriculum emphasizes on the importance of changes by bringing the concept of learning such as student active learning, cooperative learning, inquiry-based learning, and integrated learning.

Physical Education is one of important subjects which can help the growth and development of elementary school students. At least, we need to look at the phenomenon of developments and changes that occur in the life of society, nation, and state in Indonesia, which in fact cannot be separated from the influence of global

changes, development of science and technology, and arts and cultures. Changes keep on according to the needs to improve the national education system including curriculum improvement to create a Society that is able to compete and adjust to changing times. The efforts to improve the quality of education must be done thoroughly covering the whole development of Indonesia's human dimension, namely the aspects of morality, manners, knowledge, skills, arts, sports, and behaviours.

RESEARCH METHODOLOGY

Research Methods

This institutional research used the descriptive research design with self-report the observation technique. The observation technique was aimed at obtaining information relevant to the problem and research purposes.

Research Subjects

The population of this study was the Head of the Department of Education in Banyumas Regency as the main source in obtaining the information on the teachers of physical education in Banyumas Regency.

Time and Place Research

This study was conducted over six months starting from February to July 2009 in Banyumas Regency.

Research Instruments

The instrument for data collection used by the researcher was observation on teachers of physical education in Banyumas Regency. The data included (1) the number of elementary schools in Banyumas regency, (2) the ratio of the number of physical education teachers, and (3) the number of students.

Data Analysis Techniques

Data obtained from the observation were analyzed using the quantitative descriptive technique.

FINDINGS AND DISCUSSION

Description of Place and Subjects of Research

This present research was conducted in Banyumas Regency, Central Java. There are 27 sub-regency in Banyumas Regency. The research subject was UPT (Service Center) of Education Agency in each sub-regency in Banyumas Regency.

Description of Research Data

The data were in the forms of the number of teachers and schools in sub-regencies in Banyumas regency.

Table 1. Data of the Number of Teachers In Banyumas Regency.

No.	Nama Kecamatan	Government Employee Teachers	Honorary Teachers
1.	Lumblir	10	1
2.	North Purwokerto	16	1
3.	Sumbann	33	2
4.	Kendunn Banteoc	20	9
5.	Karano Lewas	17	.
6.	Kalimangor	20	2
7.	Soralar	35	6
8.	Kebasen	19	11
9.	Banyumas	18	2
10.	Somaede	12	4
11.	Gumelar	16	5
12.	Patikrala	15	8
13.	Aiibarann	22	5

14.	Pekuncen	18	2
15.	Cilongok	32	3
16.	Jatilawana	14	5
17.	Purwojat	11	1
18.	Rawalo	14	1
19.	Wanone	16	-
20.	Baturaden	24	1
21.	West Purwokerto	16	1
22.	Kembaran	30	5
23.	South Purwokerto	23	1
24.	East Purwokerto	27	11
25.	Tambak	15	15
26.	Sumowuh	13	19
27.	Kemranjen	16	15
	Total	523	136

Table 2. Data of the number of schools in 27 sub-regencies in Banyumas Regency.

No.	Name of Sub-regency	The Number of State Elementary Schools	The Number of Private Elementary Schools
1.	Lumajang	35	1
2.	North Puri	21	2
3.	Sumbawa	41	-
4.	Kendurejo	29	5
5.	Karanganyu	26	12
6.	Kendurejo	23	1
7.	Solaraya	30	5
8.	Kebasen	29	7
9.	Banyuwangi	32	3
10.	Songah	22	2
11.	Gumelar	32	-
12.	Patikraja	28	9
13.	Ajibarang	33	11
14.	Pekuncen	35	1
15.	Cilongok	43	1
16.	Jatilawana	36	6
17.	Purwojat	20	3
18.	Rawalo	24	10
19.	Wanone	45	4
20.	Baturaden	28	1
21.	West Purwokerto	21	8
22.	Kembaran	29	6
23.	South Purwokerto	26	4
24.	East Purwokerto	29	11
25.	Tambak	27	1
26.	Sumowuh	30	-
27.	Kemranjen	34	-
	Total	608	114

Tabel 3. Data of the number of students in Banyumas Regency.

No.	Nama Kecamatan	The Number of Students
1.	Lumbir	5.162
2.	North Purwokerto	3933
3.	Sumbang	8.548
4.	Kendusambi Banteno	5745
5.	Karana Lewas	6.037
6.	Kalibantoro	4.814
7.	Solarala	7989
8.	Kebasen	6044
9.	Banyumas	5290
10.	Somanede	3579
11.	Gumelar	2.718
12.	Patikrala	4142
13.	Ajibaram	8.165
14.	Pekuncen	8580
15.	Cilongok	9435
16.	Jatilawa	6163
17.	Purwolat	3.684
18.	Rawalo	4.010
19.	Wanareja	4.616
20.	Baturaden	4636
21.	West Purwokerto	5486
22.	Kembaran	9.088
23.	South Purwokerto	5.531
24.	East Purwokerto	10.102
25.	Tambak	3.856
26.	Sumovuh	4.862
27.	Kernranlen	5.341
	Total	157.556

DISCUSSION

In Banyumas Regency, there were 659 teachers consisting of 523 government employee teachers and 136 honorary teachers. Thus, there were 26% teachers in Banyumas Regency were still honorary ones.

The 523 government employee teachers were spread up in 27 sub-regencies. There were 6 sub-regencies which have the greatest number of physical education teachers namely Sokaraja, Srumbung, Cilongok, Kembaran, Purwokerto East, and Baturaden with 36, 33, 32, 30, 27, and 24 teachers respectively.

The data of the state of the elementary schools in 27 sub-regencies reveal that there were 808 state elementary schools and 114 private ones. From the data, it can be concluded that the number of private elementary schools are 14% of all elementary schools. In details, there were 5 sub-regencies which have the greatest number of elementary schools namely Wangon, Cilongok, Sumbang, Lumbir, and Pakuncen with 45, 42, 41, 35, and 35 elementary schools respectively.

The data of the state of the students in 27 sub-regencies in Banyumas regency reveal that there were 157,556 students in Banyumas regency. From the data, there were 5 sub-regency which have the greatest number of students namely East Purwokerto, Cilongok, Kembaran, Pekuncen, Sumbang, and Ajibarang with the number of students of 10,102, 9,435, 9,088, 8,580, 8,548, and 8,165 respectively.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research data on 27 sub-districts in Banyumas Regency, it can be concluded that the number of teachers in Banyumas Regency was 659 consisting of 523 government employee teachers and 136 honorary teachers. The teachers were spread up in 922 elementary schools consisting of 808 state elementary schools and 114 private ones.

Suggestions

The present research should be conducted in the regions from where the students of Sport Science Faculty, Yogyakarta State University are from.

Limitation

In this study, there are no classifications of their education degrees as well as the number of classes in each school.

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