

# **The Comparison Between the Teaching Learning Strategy Designed by Urban Elementary School Physical Education Teachers and Those of Rural Teachers in Yogyakarta Special Region<sup>1</sup>**

**By**

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## **Abstract**

The purpose of this study was to compare the teaching learning strategy designed by urban elementary physical education teachers and those of rural elementary physical education teachers. This study was conducted in rural area in Kulonprogo Regency, and urban area in the City of Wates and the City of Bantul during August to November 2003. Questionnaire-survey method was employed in this study. The 38 items questionnaire was used as the instrument for collecting data. The collected data were examined by using qualitative descriptive analysis. The participants of this study were 125 rural teachers, and 75 urban teachers. The subject was assigned by purposive sampling. The results of this study show (1) 76 % of urban elementary physical education teachers designs the teaching learning strategy before running teaching learning process, (2) 74 % of rural elementary physical education teachers designs the teaching learning strategy before executing teaching learning process, and (3) the design of teaching learning strategy by urban elementary physical education teachers having specific characteristics compare to the design of teaching learning strategy by rural elementary physical education teachers.

**Key Words:** Teaching learning strategy, elementary physical education teacher, urban and rural area.

On May 2, 1994, along with the National Education Day, the President of the Republic of Indonesia proclaimed the national movement of nine years compulsory education. This movement becomes the real effort of the government to increase the quality of Indonesian human resources. By increasing the quality of education in Indonesia, it means also to increase the quality of Indonesian

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human resources, hopefully, it can increase the quality of Indonesian life. The nine years compulsory education is a new phase that make happy for advancing education in Indonesia. On the other side, this issuing has to be challenge that should be faced generally by the National Education Department series and particularly by elementary and secondary school teachers.

The Government Regulation (PP) No. 28, 1990, about the basic education formulated that the aims of the basic education are providing basic skills for students to enlarge their life as individual, a member of society, and preparing students to take secondary education. The above basic education aims have meaning that the basic education is a foundation in achieving good human resources quality.

From various subject matter provided in elementary school, one of them is physical education. Physical education has an important role in elementary school educational process, since this subject matter is not only to spread psychomotor domain, but also to take care of cognitive and affective domains. Besides, physical education tries to give chance and support the students to experience balanced and continued growing and developing appropriate with their developing phase.

In order that functions and aims of physical education in elementary school can be achieved, the teaching learning process has to be done by planning, arranging, and continuing. To do these duties there are many things should be done, one of them is how physical education teacher can increase his teaching quality, so the teaching learning process runs effectively. In order to the teaching

learning process goes effectively, so the appropriate instructional strategy is needed.

#### Designing Instructional Strategy in Elementary Physical Education

Literally, strategy in educational world means to investigate the influenced environment in the teaching learning process. It means that there is some efforts to choose, formulate, and join of the students' learning activities in achieving learning aims. The teaching learning strategy is a planning process that be conducted by teachers to arrange the learning environment in order to support instructional process so that the whole aims of learning can be achieved.

According to Singer and Dick (1980: 223) an instructional strategy is a planning act, which explains what will happen in the teaching learning process. An instructional strategy is a receipt that explains many things will be happened, phases of event, and location. Added by Gabbard, LeBlanc and Lovy (1994: 87) that the teaching learning strategy refers to the arrangement of the learning environment which be fulfilled by teachers before the teaching learning process carried out. The arrangement is implemented in order that the teaching learning process goes regularly and reaches the determined aims. Every strategy is a unity of some variables. The significant variable in the teaching learning strategy is a conveying method of the material, an organization pattern in conveying material, and the mode of communication which be used. Nichol (1995: 64) adds the task to arrange the teaching learning strategy besides to do the three things, the teachers also have to carry on choosing the material which will be conveyed to students.

Giving respect to the definition of the teaching learning strategy above, there are many factors of the teaching learning strategy: (1) choosing of the teaching material (bahan ajar): The material is a substance of Physical Education learning process. This material contains of planned movement tasks or physical activities doing by students, (2) planning of the instructional method: Based on Griffin, Mitchell, and Oslin, (1997: 4-8); Mosston and Ashworth, (1994: 200-215); Singer and Dick, (1980: 191-197); the teaching method often used in teaching learning of physical education has six categories, they are (a) knowledge-skill approach with speech method and drill, (b) learning approach with programmed instruction method, computer assisted instruction, (c) motorist learning approach with part-whole method and modeling (demonstration), (d) spectrum of teaching style from Mosston, (e) cooperative learning, and (f) tactical games approach, (3) arrangement of organization patterns: The basic patterns of organization in physical education are classical, group of two or more, and individual, and (4) design of communication mode: According to DePorter, Reardon, and Singer-Nourie (2000: 115) in addition to choose the learning method and to plan the organization pattern, teachers should arrange the effective communication form in teaching learning strategy design. The modes of communication that can be applied in the teaching learning process of elementary physical education are visual, auditorium, kinetic, and mix of them.

Designing the teaching learning strategy considers the student's ability, teacher's ability, and school facilities. The student's ability of elementary school

is not a problem, because there are obvious guidance and limitation. The teacher's ability and school facilities are various in many schools.

School condition in urban and rural area is quite varied, especially related to the teacher's ability and school facilities. For this condition, the teaching learning strategy design in urban and rural elementary school may vary from one area to others. Generally, physical education teachers in urban area teach subsidized by sufficient facilities, although some of them have no field facility. Teachers' ability of physical education in urban elementary school is not too out of date because they are often go to scientific activities to develop their profession held by university or local official.

Customarily, the rural schools are supported by wide yard and adequately physical education activities, but the facilities are not enough. The teachers' ability is often out of date since there is no chance to follow the professional developing activities held by university and local government official. Moreover, there are many rural schools do not have physical education teachers, as the result many class teachers teach it.

This situation causes the teaching learning strategy design more various. Because of this, the real condition is necessary revealed in order the fact description about the teaching learning strategy design can be achieved. Besides, refers to the expert's opinion that there is close relationship between the teaching learning strategy and the effective learning, so the teaching learning strategy design is a significant step taken by teachers. Noting the above background, the

formulated problem is as follows. How is the comparison of the teaching learning strategy design by rural and urban elementary physical education in Yogyakarta?

### **Method**

This research is carried out at elementary physical education teachers in rural area in Kulonprogo Regency and in urban area in City of Bantul and City of Wates. By using purposive sampling, two hundred of physical education teachers from rural and urban area have chosen as the research subjects. Those subjects are delivered questionnaire through some appointed leaders.

This research is descriptive research with observation. The implemented observation is survey to dig up the opinion in certain population. This survey uses inquiry or questionnaire as the instrument for collecting data. The purposive method is used for assigning the subject. The researcher determines some people as the target to be given a number of questionnaires, then those people are asked to spread out the questionnaires to their colleagues and who have job relationship with them. From 200 spreading questionnaires, the 181 questionnaires are collected again. In urban area, it can be collected 61 questionnaires from 75 spreading questionnaires, and in rural area it can be collected 120 questionnaires from 125 spreading questionnaires.

For this research questionnaires have not been supplied yet, before collecting data the researcher designs the questionnaire first. The questionnaires consist of 38 items of close statements with four alternative answers. The validity and reliability instruments are analyzed using Item and Test Analysis program – ITEMAN Version 3.00 (Micro CAT <sup>TM</sup> Testing System, 1988). The results are as

follows. From 38 items, there are 12 invalid items, they are number 2, 5, 9, 11, 13, 14, 18, 20, 28, 35, 36, and 38. The invalidity is caused by the coefficient of correlation less than 0.26. The decision is suitable to Fink's guidance (1995: 36) that for some social science disciplines, correlation of 0.26 to 0.50 is considered quite high. Noting the items analyzing result, the 12 items are repaired. The alpha coefficient is 0.690, it means that reliability is quite appropriate. T-test and quantitative descriptive analysis with percentages are used as technique of data analysis.

### **The Result and Discussion**

#### **1. Designing the Teaching Learning Strategy by Elementary Physical Education Teachers in Urban Area.**

The Elementary physical education teachers in urban area design the teaching learning strategy first by: (1) Always choosing the material which will be taught are 72%, often 16%, seldom 9%, and never 3%. (2) Always deciding the learning method are 30%, often 49%, seldom 11%, and never 10%. (3) Always designing the organization pattern which will be applied are 42%, often 36%, seldom 15%, and never 7%. (4) Always planning the communication form are 31%, often 32%, seldom 18%, and never 19%. (5) Always considering the other factors which have relationship to the teaching learning strategy are 40%, often 32%, seldom 16%, and never 12%.

The elementary physical education teachers in urban area who have planned the teaching learning strategy are 76%, and never planning the teaching learning strategy are 24%. Therefore, most of the elementary physical education

teachers in urban area have applied one of the teaching learning design jobs. The adequate knowledge forms the background of the design above, such as their knowledge of the teaching method, the organization pattern, and the communication form. According to them, the material preparation starts from yearly plan design, then is spelled out to be an unit of lesson, and the learning plan. Later the learning plan is implemented in the teaching learning process. Pay attention to this thing, planning the teaching learning strategy have been prepared sufficiently by elementary physical education teachers in urban area.

## 2. Designing the Teaching Learning Strategy by Elementary Physical Education Teachers in Rural Area.

The Elementary physical education teachers in rural area design the teaching learning strategy by: (1) Always choosing the material which will be taught are 60%, often 24%, seldom 11%, and never 5%. (2) Always deciding the learning method are 27%, often 46%, seldom 13%, and never 14%. (3) Always designing the organization pattern which will be applied are 39%, often 37%, seldom 18%, and never 7%. (4) Always planning the communication form are 34%, often 28%, seldom 23%, and never 14%. (5) Always considering the other factors which have relationship to the teaching learning strategy are 48%, often 26%, seldom 17%, and never 9%.

The Elementary physical education teachers in rural area who have designed the teaching learning strategy are 74%, and 26% never done the teaching learning strategy design. Therefore, most of the elementary physical education teachers in rural area have applied one of the educational planning jobs. The



teaching learning process have been planned sufficiently, because most of the teachers have designed the teaching learning strategy. The designed teaching learning strategy and then be applied in the teaching learning process, since they are aware that the teaching learning strategy design is not just the administration completeness.

### 3. Comparison of the Teaching Learning Strategy Design by Urban and Rural Elementary Physical Education Teachers.

Moreover, pay close attention to the answers from respondents, the needed analysis towards the data is to compare between the teaching learning strategy design by urban elementary physical education teachers and the teaching learning strategy design by rural elementary physical education teachers. The comparison is applied to see the differences between both groups, and to analyze the specific things from the both groups. The results of descriptive analysis shows the specific things as follows. The urban teachers who always design the Unit of Lesson and Plan of Learning for the reason to complete the administrative requirement are 23%, but the rural teachers are 16%. However, the urban teachers who design the plan of learning cause it is part of the plan of education are 82%, and the rural teachers are 17%.

Similarly, the both groups are not quite understanding the spectrum of teaching style from Mosston because who understanding are only 5% in urban area, and 5% in rural area. For the result, they are seldom to choose the spectrum using in the teaching learning process, they are who choose only 13% in urban

area, and 6% in rural area. Besides, the urban and rural teachers are seldom to choose the method of cooperative study.

The organization pattern which be often chosen by the both groups are group and classical patterns. The organization pattern which be seldom applied is individual pattern, who always use it is only 8% in urban area, and no one who choose in rural area. Whereas in fact, if the teachers know and understand some teaching methods, they can use the organization pattern variously. They can apply the individual pattern, not only the group pattern and classical pattern in the every teaching-learning process.

In addition to the teachers who consider the using of communication form appropriately will accelerate and make easier for students to understand the material, but most of them are seldom to use the auditory communication form, in rural area no one who use it, and in urban area are only 5%. They are also seldom to use the visual and written communication forms, in urban area are only 7%, and in rural area are 3%. Nevertheless, they use the communication forms variously since they who use only one of communication forms in urban area are 3%, and in rural area are 11%.

Most of the teachers either in urban or rural area feel that they do not have quite knowledge of the teaching-learning strategy. This thing is reflected from the statement of smaller of them who choose and not quite understanding of the teaching-learning strategy are 42% in urban area, and 61% in rural area. To take care this condition, although most of the teachers are not understanding yet the

concept of teaching-learning strategy, however, they have done the design of teaching-learning strategy.

## **Conclusion**

Respecting the results of this research and the discussion, the conclusion can be concluded as follows.

1. The elementary physical education teachers in urban area who have designed the teaching learning strategy before they do the learning process are 76%. Therefore, most of teachers in urban area have done the teaching learning strategy.
2. The elementary physical education teacher in rural area have designed the teaching learning strategy before they do the teaching learning process are 74%. Therefore, most of teachers in rural area have done the teaching learning strategy.
3. Designing the teaching learning strategy which have been done by elementary physical education teachers in urban area are not different significantly with the design of teaching learning strategy by elementary physical education teachers in rural area. The specific things from the descriptive analysis result of both groups are as follows. Most of urban teachers always design the Unit of Lesson and the Plan of Learning because both of them are part of the educational planning, however, there is a few of the rural teachers who design it. Similarly, both of groups are not quite understanding the spectrum of teaching style from Mosston. As the result they are seldom to choose that spectrum. Besides, the teachers are seldom to choose the method of

cooperative learning. The organization pattern which frequently be chosen by both of groups are group and classical patterns. Although the teachers less considering the using of communication form appropriately will accelerate and make easier for students understanding the material, but most of the teachers are seldom using the auditory, visual, and written communication forms. Most of the teachers either in urban or rural area feel that they do not have quite knowledge of teaching learning strategy.

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