

Consolidation Of Profesional Competence in School Physical Education Teachers

by Nurhadi Santoso

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PROCEEDINGS

FIRST INTERNATIONAL SEMINAR ON PUBLIC HEALTH AND EDUCATION

GRAND CANDI HOTEL, SEMARANG CITY, SEPT 2nd 2014

BOOK 1



**PUBLIC HEALTH DEPARTMENT
FACULTY OF SPORTS SCIENCE
SEMARANG STATE UNIVERSITY**





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PREFACE

Assalamu'alaikum warrahmatullahi wabarakatuh

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Firstly, may we made our highest praise and thank to Allah The Almighty, for His bless so that we are able to conduct such an precious moment; First International Seminar on Public Health and Education 2014 in Semarang Indonesia, to share our knowledge and ideas with so much warm and friendship from worldwide public health and education community.

International Seminar on Public Health and Education 2014 is aimed to gather all of experts, researchers, academicians and practitioners in health education field in general as well as national and international level in one prestigious academic forum which to discuss all health-education-related issues, ranging from human resources, curriculum, institutionalization etc. The seminar also proposed to contribute to the focus of health development direction; by considering also situation and the status of local health condition from each region, both national and regional levels as well as its relation to global health trends

I would like to deliver our highest respect and appreciation to our honorable speakers, Prof. Dr. Ir. H. Musliar Kasim, M.S (Indonesia vice Minister of Education and Culture for Education Affairs) and to the Rector of Semarang State University for their support and appreciation on this seminar; and my deep gratitude to our honorable guests: Prof. Doune Macdonald (Queensland University Australia), Maria Consorcia LIM Quizon, MD (South Asia Field Epidemiology and Technology Network, Inc , Philippine), Dr. Khancit Limpakarnjanarat (WHO Indonesia Representative), and also Assist. Prof. Dr. Songpol Tornee (Srinakharinwirot University, Thailand). I really expect that this seminar will be beneficial for all of us and to the development of the Public Health and Education field.

Allow me to express my gratitude to the participants and audiences from Indonesia and other foreign countries who are enthusiastic in attending this seminar. I do hope that all audiences will gain important values and collaborate it into our own fields and make significant changes in the future. Besides that, I also convey my appreciation to all of organizing committee who has given their outstanding commitment for presenting this occasion.

Wassalamu'alaikum warrahmatullahi wabarakatuh

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Sincerely yours

Rudatin Windraswara



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CONSOLIDATION OF PROFESSIONAL COMPETENCE IN SCHOOL PHYSICAL EDUCATION TEACHER

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Abstract

Physical education teacher educators as a human being should always make changes in the organizing process of learning, so that learning is done always the latest, inovatife, following the development of learners, as well as the development of science and technology. There are still many physical education teachers are always satisfied with the learning outcomes that have been done, without any changes from time to time so monotonous in organizing the learning process.

Physical education teachers should be able to develop the ability of competence for want you want to progress in the implementation of the learning process is done. Good physical education teacher and successful in improving the quality of learning, if the physical education teachers are always willing to upgrade their competencies which include: pedagogical, professional competence, personal competence and social competence.

Fourth competence should be an integral and physical education teachers should possess in order to run the classroom learning to work well. Professional competence closely with the physical education teacher's ability to develop knowledge in the field of physical education as a whole.

Key Words: Consolidation, professional competence

Introduction

In connection with the role of education, civilized people who at least have the common sence that education has a very important role for human life. Education is obtained from basic education to higher education may affect human development in all aspects of the personality and life. Education has the power dynamic in order to prepare human life in the future. Education should be able to develop the potential of a variety of learners optimally, the development potential of individual students as high as in the physical, intellectual, emotional, social, and spiritual according to the stage of development as well as physical characteristics and socio-cultural environments that exist. This means that education is a conscious effort undertaken, it means educating the action is not a reflex action or spontaneous without a clear purpose and a plan, but rather an act of rational, deliberate, prepared, planned to achieve a particular goal (Taufiq Agus, Puji Lestari Prianto Hera Lestari Mikarsa, 2012)

Physical education as a subject in schools both elementary school through high school has a very important role to help the harmonious development of the learners. Subjects of physical education as an integral part of the educational process as a whole. Therefore, physical education should be carried out either at each level of education in order to improve skills, physical fitness, and health students. Improving the quality of the learning process of physical education is required

in order to develop the potential of learners optimally. Physical education teachers must have four competencies unanimously to be applied in any learning process of physical education. Thus, physical education teacher has a daunting task to improve the quality of the learning process.

By supporting a good learning process, a physical education teacher must master the theories associated with learning materials, learning theory, master the skills of practice in the field. One of the factors supporting the successful implementation of their lessons physical education teachers, physical education teacher must always increase their professional competence. Mastery of professional competence is very important in relation to the physical education teacher tenure: 1) control of the education foundation; 2) control of the teaching materials; 3) develop teaching programs; 4) implement teaching programs; 5) assessing the learning outcomes and processes that have been implemented. during this time, both physical education teachers in primary and secondary education always feel satisfied with what they have learned. Though the science and technology is always changing mengikuti the times, as well as teaching physical education will be a little much always changes leading to better things.

Conversation about how to improve the quality of teaching, during the last few years is lifted into national focus. This issue is recognized as a fundamental problem that must be solved, although among physical education teachers in the field, almost always argued that improved quality is difficult due to lack of facilities and infrastructure. According Rusli Lutan, et al. (2002: 76) "The process of teaching physical education has several factors. At the micro level, there are four main elements, namely the purpose, substance (teaching task), methods and strategies, and assessment and evaluation ". These four elements can not be separated from each other. All knowledge related to all four of the above is the professional competence of a physical education teacher in implementing the learning process in each day. Therefore, strengthening the professional competence of teachers of physical education should be improved so that the learning and innovation always learning interesting and fun.

Results and Discussion

Definition of stabilization

Physical education teacher part of the overall teachers in schools is a factor that is very dominant and important in formal education in general as for students of physical education teachers often used as a role model, even making self-identification figure. Therefore, physical education teachers have adequate behavior and competence to develop learners as a whole. Thus, all the behavior and performance during the execution of the learning process that has been done will imprint physical education teacher and a lot of coloring the lives of learners present and future. There is a teacher who is applauded for having good competence in implementing the learning, and there are teachers who scorned and reviled because of lack of competence.

It is appropriate that physical education teachers should continuously strengthen its competence. Competencies required of teachers of physical education include: professional

competence, pedagogical competence, social competence, and personal competence. Stabilization is derived from the root word which relay of solid steady, remain (unchanged). Stabilization comes from the word that gets steady prefix and suffix which implies a process, a way, the act established. In this case, the stabilization of this term implies a process and a way to steady the ability of competence. The process of strengthening the competence of teachers of physical education can be acquired education, training, experience, and always trying to improve the knowledge of the field of duty.

Definition of competence

In everyday life the term competence and competent same interpreted, but in certain cases this term differ in the extent to its meaning. Competent is a skill that takes a person who is shown by its ability to consistently provide adequate performance level or higher in a specific job function. While the competence implies possession of knowledge, skills, and abilities required by the particular position. Thus, clearly different between the competent level of quality and competence. If the required skills are competent, while the competencies required knowledge, keterampilan and ability in completing a job.

Competence is derived from the English proficiency connote competency, capability, and authority. According to Nana Syaodih Djam'an cited Satori, et al. (2011) stated competencies that lead to the achievement of the performance goals completely to the desired condition. While Mulyasa E. (2004) stated competence is a combination of knowledge, skills, values and attitudes are reflected in the habit of thinking and acting.

According to Law 14 of 2005 on Teachers and Lecturers, "Competence is a set of knowledge, skills and behaviors that must be owned, lived and ruled teacher and lecturer professionalism in performing the task". While the Indonesian dictionary states the sense of competence is the power to determine or decide a case.

Based on some opinions on the above can be summarized as follows: competence is a set of knowledge, skills, abilities and attitudes that must be owned, lived, and dominated by a physical education teacher who comes from the process of education, training, and experience in order to perform tasks in a professional teaching.

Professional competence

Professional competence is one of the basic capabilities that a teacher should possess. According Coopeer cited by Djam'an Satori, et al. (2011) there are 4 components of professional competence, namely: (1) has knowledge about learning and human behavior; (2) have mastered the knowledge and cultivated fields of study; (3) have the right attitude about yourself, school, peers and cultivated fields of study; (4) have the skills in teaching techniques.

According to the Department of Education, there are 10 basic abilities of teachers, namely: (1) mastery learning materials as well as basic scientific concepts; (2) management of teaching and learning program; (3) classroom management; (4) the use of media and learning resources; (5) mastery of the foundations of education; (6) management of teaching and learning interactions,

(7) assessment of student achievement; (8) the introduction and guidance and counseling programs, i) the introduction and administration of school; (10) understanding of the principles and utilization of research results for the benefit of improving the quality of education pengajaran. Thus, it is clear that the task of the professional physical education teacher is very heavy. Physical education teachers should always enriching knowledge related to the field of study that is taught, the curriculum is applicable. With the current curriculum, physical education teachers have to learn again what the content of the curriculum in 2013 and how the implementation process.

Field of study material mastery

Physical education teachers should really mastering the science and motor skills in the main task of teaching. This is the first competency that must be owned by a physical education teacher in implementing the learning process. Mastery of knowledge and skills for teachers of physical education movement becoming a focus for teaching skills. What is meant by the ability to master the material field of study (according Wijaya quoted by Djam'an Satori, et al., 2011) is the ability to know, understand, apply, analyze, synthesize, and evaluate a number of knowledge skills taught.

There are two main things in the material master fields of study: namely 1) charge of the field of study materials and school curriculum. Physical education teachers must master and understand the applicable curriculum, then implemented into the learning process. The new curriculum is current curriculum 2013, the physical education teacher should examine in depth the contents of the 2013 curriculum in depth and comprehensive. To that end, a physical education teacher should review the field of study curriculum materials, reviewing the content of textbooks field of study into basic tasks, carrying out the activities suggested in the curriculum areas of study that their main duty; 2) control of the deepening material / application field of study. This can be done by means of physical education teachers: learn the relevant science, studying the application of science into other disciplines, to learn how to assess studies curriculum.

Teaching and learning program management

Physical education teachers must master and practice in the field with good management of the teaching program. It is important for teachers of physical education because the learning process is mostly done outside the classroom. Thus, the management of teaching and learning program is much more difficult than teaching in the classroom. The ability to manage a program of teaching and learning to do physical education teachers include formulating instructional objectives, the ability to know and use methods of teaching, the ability to select and develop appropriate instructional procedures, the ability to recognize the potential of learners, and the ability to plan and carry out remedial teaching.

The method of teaching is one of the components that should be present in the learning activities. Basically a way of teaching method or technique used by teachers in interaction with learners during the learning process is ongoing. There are a few principles to consider the physical education teacher in the use of this teaching method, the principle factor is mainly related to the development of the ability of learners, including: (Udin S. Winataputra, 2004) a) teaching method

should allow **can** arouse curiosity more students to the subject matter, b) teaching method should allow dapatmemberikan opportunities for creative expression in the art aspect, c) teaching method should allow students to learn through problem solving, d) method of teaching should allow students to always want to test the truth of something, e) teaching method should allow the student to do something against the topic discovery issues, f) teaching method allows the student to be able to listen, g) teaching method should allow students to learn independently, h) method teaching should allow students to learn together, and i) teaching method should allow students to be more motivated in learning.

Classroom management

Traffic is a portrait of physical education teachers' skills in designing, managing and arranging learning resources, in order to create an atmosphere of learning that is effective and efficient. This is done by regulating the formation of a lineup that allows teachers to control the students' physical education, prevent the occurrence of commotion in the classroom, students create gerknya easy task. The main purpose of making physical education program is to provide and deliver a variety of movement experiences to form a solid foundation of motion, which in turn is expected to affect an active lifestyle and healthy (Adang Suherman and Agus Mahendra. 2001).

Classroom management includes all actions taken physical education teachers to apply their learning to take place smoothly from one activity to another, from the beginning of lessons until after the lesson. Classroom management skills are very important in good teaching. Good classroom management practices, implemented by physical education teachers in any learning process will result in the development of self-management skills to good students as well.

According to Weber, quoted olehUdin S. Winataputra (2004) suggests three terms of classroom management. These three classes according to Weber's understanding of management as follows: 1) classroom management is a series of activities that teachers do to encourage behavior that is expected of students and eliminate unwanted behavior, 2) classroom management is a series of activities that teachers do to develop interpersonal relationships both climate and socio-emotional positive class, 3) classroom management is a series of activities that teachers do to create and maintain an effective classroom organization.

Classroom management techniques must be pursued by the physical education teachers in order not to interfere with the learning aspect. Factors to consider in the selection of physical education teachers the proper management strategy is (Depdiknas, 2003). (1) level of maturity of the students and their relationship with others; (2) number of devices, number of students, space, time constraints, learning objectives; (3) teacher's personality.

Effective classroom management will be realized by implementing the following steps: (Depdiknas, 2003) such as: (1) set class rules; (2) commenced on time; (3) arrange lessons; (4) classify students; (5) utilize the space and equipment; (6) end the lesson.

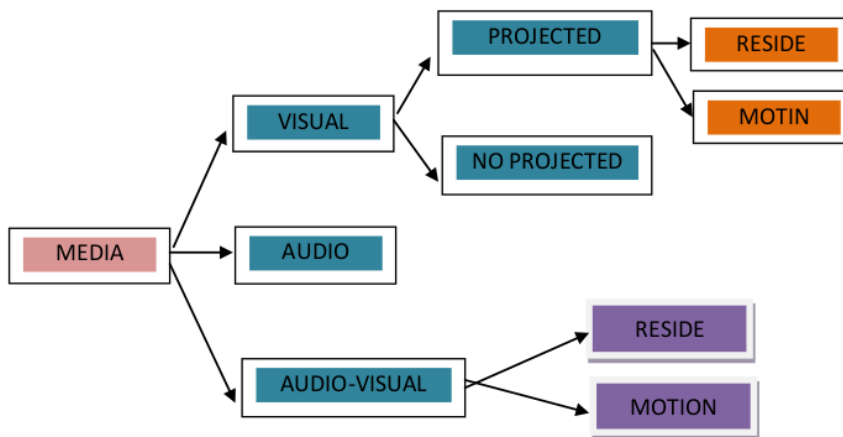
When the management of this class can be applied and implemented will result in the learning process goes smoothly, orderly, safe, and achievement of learning objectives will be

achieved well. In other words, the process of effective and efficient learning can occur if the circumstances support class.

Management and use of media and learning resources

The use of media in the learning process merupakan important things that need to be prepared before implementing physical education teacher in learning. Where appropriate media digunaka would be petrified of teachers in delivering learning materials and student assignments meaksanakan easy motion. This ability is basically the ability of a physical education teacher in an effort to create learning conditions that stimulate the learning process can take place effectively and efficiently.

Physical education teachers should know, selecting, and using appropriate media for learning. Many instructional media available that can be used by teachers of physical education, which includes visual media, audio media, and audio-visual media. According to Marisa, et al. (2012) learning media is defined as a tool or material that contains the information or learning messages. The use of appropriate media and will help facilitate the physical education teachers in the course of communication during the learning process. The reasons why the medium of learning is good and right will help smooth the process of learning is done by the teacher, in the opinion of experts includes: 1) learning becomes more interesting and interactive, 2) learning to be more concrete and tangible, 3) shorten the learning material explanation, 4) encourage students to learn more independently, 5) learning materials become more standardized, and 6) learning and teaching with utilizing a variety of learning resources. Therefore, teachers must be able to create physical pendidikn or make good and appropriate media to help facilitate the learning process is done.



Base of Education Mastery Platform

A physical education teacher must understand the foundations of education. It is very important to improve the quality and process of education in general. The ability to master the foundations of education related to the following activities: (Djam'an Satori, et al., 2011) a) learn the concepts and issues of education and teaching at an angle a review sociological, philosophical, historical, and psychological. b) know the function of the school as a social institution that can advance any potential community in the broadest sense and mutual influence between the school and community, c) recognizing the characteristics of learners physically and psychologically.

Physical education teachers who understand, understand and master the foundations of education will be able to realize that education focused on national education goals. Thus, physical education as an integral part of the overall education members will be able to contribute significantly to the achievement of educational goals.

Ability to assess achievement and learning

The ability to assess learning achievement needs to be owned by the physical education teacher. The ability to assess learning achievement in question is the ability to measure changes in student behavior and the ability to measure proficiency in teaching himself and in making the program. Thus, physical education teachers are expected not only able to assess learners' behavior changes after following some learning process, but also to be able to assess its ability to convey what is good learning material yet, easy to understand or difficult to be understood by learners, it is interesting and fun yet in the delivery of learning materials.

In every work of assessing learning preatasi there are three objectives to be achieved, namely: (Djam'an Satori, et al., 2011). (1) in the form of achievement in terms of numbers and value behavior; (2) a statement of teaching accomplishments environment observed through prestasiyang awards for achievement; (3) excellence program that made the teacher, because it is relevant to the needs of learners and the environment.

So far, only a few physical education teachers who want to assess the performance itself against what is done in the process of learning is good what is not, the program has been running well made or not. Some of the activities that teachers can do in assessing learners achievement for teaching interests are as follows: 1) study the function evaluator, 2) learn the various techniques and procedures for assessment, 3) develop techniques and procedures for assessment, 4) learn techniques and selection criteria assessment procedures, 5) using techniques and assessment procedures, 6) using assessment results to improve teaching and learning, 7) assess the techniques and assessment procedures, and 8) to assess the effectiveness of the teaching program.

Understanding the principles and management institute in the school education program

In addition to implementing learning activities, physical education teachers should carry out the task assigned learning process. Tasks outside the responsibilities of teaching, physical education teachers, among others, managing the school health program, extracurricular, and

guidance and counseling, as well as other tasks that dibabankan school physical education teacher to both at school and outside of school. According to Nawawi quoted by Djam'an Satori, et al. (2011: 2.30) are expected to assist teachers in meeting the principals pendidikanlainya activities outlined in the curriculum, teachers need to understand the basic principles of organization and management of schools, guidance and counseling, including career guidance, and extracurricular kokurikuler programs, school libraries as well as matters related matters.

Skilled provide assistance and guidance to students

Physical education teachers can be likened to a journey mentor for students in which the teacher is assigned to teach in order to achieve competence. As a physical education teacher who is closer to the student participants must have the ability to 1) identify the needs of students, 2) to plan and manage the participation of students in the physical and mental learning, 3) plan and provide meaningful learning for student life. Help and guidance of teachers to students is very necessary so that learners can develop their ability through teaching and learning in the classroom.

Physical education teachers in delivering learning materials more associated with motor skills in performing various physical activities, physical education teacher should be able to choose appropriate teaching methods in facilitating learners master the skills given. Motion tasks performed by current students to follow the learning process of physical education there are easy and some are difficult, for the physical education teachers should have a technique to provide assistance and help to the students easily perform tasks such motion.

Ability to understand the characteristics of students

Physical education teachers are required to have a deeper understanding of the characteristics and development of learners where sekilah assigned to teach in both primary and secondary schools. After physical education teachers to know and understand the characteristics of learners of teaching, then adjust the material to be taught in accordance with the characteristics of learners. According to Rochman Natawijaya cited by Djam'an Satori, et al. (2011: 2:32) pemahaman encompasses the understanding of the student's personality and the factors that influence the development, individual differences among learners, needs, motivation and mental health of learners, developmental tasks that need to be understood at a certain age levels , as well as the phases of development experienced by them.

By understanding the phases of development of the student participants, physical Education teacher will not have difficulty in conveying motion task to be learned by the students. Physical education teacher who understands the nature and enjoyment of children will strive to develop the learning process to be enjoyable and fulfilling the desire to move learners. Physical education teachers understand the characteristics of learners will attempt to mengembangkan motion tasks in accordance with the stages of physiological development of learners.

Capable of conducting school administration

In addition to carrying out activities that are academic, physical education teachers must be able to organize and assist the school administration. According to Ary Gunawan cited by Djam'an

Satori, et al. (2011: 2:32) teachers are expected to: 1) recognize the good administration of school activities, 2) assist in carrying out administrative activities of the school, 3) overcoming the scarcity of learning resources for themselves and for the school, and 4) guiding students pesrta caring and learning tools learning resources appropriately.

In the administration of equipment for physical education learning activity is very important to avoid the equipment is lost or broken. Procurement learning tool for physical education teachers can do to meengtasi tudak lack or presence of equipment in schools by creating a mock model of the tool itself or by modifying the tool. Schools in Indonesia largely deprived of tools and facilities for physical education learning activities, for the physical education teachers must be able to create and modify equipment and physical education learning facilities.

Understanding curriculum and development

One of the physical education teacher's job is to implement the curriculum as well as possible. Therefore, the physical education teacher must understand the basic concepts and key steps in the development of curriculum. Curriculum berkaku always changes at any time. The curriculum is dynamic and always require change and renewal in order to answer the demands and needs of both individuals and society. According Rusli Lutan (2002: 52) states the development of physical education curriculum is made by taking into account several factors, namely 1) the needs and demands raised by changes sosioal containing the needs and demands of the importance of physical activity and sport in general in order to solve social problems memjawab , 2) changes in the environment around also affects the development of the curriculum, and 3) the scientific evidence became strong foundation for the development of the physical education curriculum.

Strengthening physical education teachers' professional competence

Strengthening professional competence can be done by physical education teachers in various ways. The first way strengthen the professional competence of teachers of physical education can be done with a lot more knowledge related reading materials in physical education and always follow the development of the sport in general. Knowledge related to teaching methods, teaching styles, and understand the applicable curriculum in depth both the concept and its application in learning physical education. Physical education teachers should also be in possession of technology such as computers and other electronic equipment in order to develop instructional tools in the field of physical education.

There needs to be supervision of physical education directed at improving the quality of physical education. Supervision required in physical education supervisor who serves as director, mentor and motivator of physical education teachers in improving the quality of the learning process. The position of supervisor is more appropriate as a teacher partners in solving problems and generating change from within schools, so that the understanding of the physical education supervisors must be comprehensive. According Rusli Lutan, et al. (2002: 116) says there are five key concepts contained in the definition of physical education supervision, namely: 1) supervision

of physical education should directly affect the behavior and develop a physical education teacher, especially in the design, manage, assess, and develop the learning process of physical education in school. 2) the behavior of the physical education supervisor in helping physical education teachers to develop professional skills and moral should be designed so officially, so focused on specific goals expected. 3) supervision of physical education is a shared responsibility between the supervisor of physical education and physical education teachers themselves. 4) the ultimate goal of supervision is to make physical education physical education teachers more professionally and morally capable of facilitating and managing learning in physical education for their students. 5) supervision of physical education as a profession should be supported by relevant scientific background and supported by various theories are needed.

There are several principles that must be considered in the implementation of the supervision of physical education, among others, as follows: (Rusli Lutan, et al., 2002: 117-118): (1) Supervision of physical education should be democratic; (2) supervision of the physical education program should be an integral part of the overall educational program; (3) Supervision of physical education should be comprehensive, meaning supervision of physical education programs should include all aspects of the development of physical education lessons; (4) Supervision of physical education should be constructive, meaning untukmeningkatkan and supervision aimed at improving the quality of teaching physical education in schools, which in turn can improve the quality of their students' behavior; (5) Supervision of physical education should be objective, meaning that the design of programs, implementing, and evaluating the success of physical education programs in schools, the supervision of physical education must be objective; (6) Supervision of physical education should be done on an ongoing basis; (7) Supervision of physical education should be able to create a harmonious human relationships; (8) Supervision of physical education today should be able to apply the assumptions supervision of human resources and supervision is also gus all human relationships; (9) Supervision of physical education should be based on the philosophy and science, using scientific methods and attitudes, as long as the scientific method and attitude it can be used

Physical education teachers can establish professional competence by being active in every meeting physical education teachers (MGMPs Physical Education) for junior high and high school / vocational school, whereas teachers of physical education in the primary school level joined KKG. Through this activity, physical education teachers exchanging ideas to problems in the implementation of the learning process of physical education in schools. In addition, through this activity, physical education teachers can deliver the latest developments related to sports.

Closing

Education has the power dynamic in order to prepare the learner's life in the future. Education should be able to develop the potential of a variety of learners optimally, the development potential of individual students as high as in the physical, intellectual, emotional,

social, and spiritual according to the stage of development as well as physical characteristics and socio-cultural environments that exist. Physical education teacher educators as part of the learners at the school must equip themselves capability competence. With the ability of competencies possessed by physical education teachers will have an impact on improving the quality of teaching physical education.

Stabilization of the ability of professional competence can be developed and improve the physical education teacher with a lot to read and understand the field of physical education and pedagogical sciences. Physical education teachers should be active in MGMPs to discuss the development of physical education. Physical education teachers should also actively participates in trainings organized by the Department of Education related to the changes in the curriculum and how the implementation of the curriculum in schools

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