

# Analysis Of Physical Education Teacher Management Skills In State Elementary School Sub-District Medan Tembung

Syahrul Effendi Nasution  
Postgraduate Program  
State University of Medan  
Medan, Indonesia  
syahrul.developer@gmail.com

Amir Supriadi  
Lecturer of State University of  
Medan  
State University of Medan  
Medan, Indonesia

Albadi Sinulingga  
Lecturer of State University of  
Medan  
State University of Medan  
Medan, Indonesia

**Abstract**-This study aims to analyze the skills of teaching management of physical education teacher in State Elementary School sub-district Medan Tembung. Analysis strategy used is SWOT analysis, those are Strength, Weakness, Opportunity, and Threat. SWOT analysis is done in each of the five aspects of learning management skills: Planning, Organization, Directing, Coordination, and Assessment of learning. The type of this research is qualitative descriptive research. The research will be conducted at State Elementary School sub-district Medan Tembung, amounting to 12 schools with a population of 24 people. Data collection techniques used include observation, interview, questionnaire, documentation and the combination of the four. The research instrument consisted of a questionnaire of 60 items, limited to: (1) Planning, (2) Organizing, (3) Briefing, (4) Coordination, and (5) Assessment. The instrument will be tested first through expert calibration (consultation) and trial legibility to determine the level of validity and reliability. The data has been obtained will be tested its validity through triangulation techniques to improve the credibility of the data. Data analysis used in this research use qualitative descriptive technique with percentage. The percentage is interpreted into qualitative, that is, if the management skills of learning process of physical education teacher in State Elementary School sub-district Medan Tembung is in criteria very well, good, enough, less, or very less.

**Keywords:** *Teacher Management, Physical Education*

## I. INTRODUCTION

Education that meets the main requirements to realize the life of a developed and prosperous nation. Education is highly dependent on qualified teachers, teachers who are professional, prosperous, and dignified.

Physical education of sports and health is an inseparable part of education, of which there is learning[1]. Physical education invites learners to grow in accordance with their wishes, but other realities in the field resulted in physical education into a subject that is boring and tiring and not in accordance with the basic concepts of physical education and exercise health itself. In this regard, the role of an educator is very important in providing changes to improve the quality of physical education and is one of the subjects that must be given at all levels of school either Elementary School, Junior

High School and Senior High School. One effort to achieve the goal of physical and sport physical education in Elementary School is the need for professional and competent teachers.

The quality of education in Indonesia today can be said to be low. This is evidenced by the declining human development index of Indonesia. According to a study conducted by the United Nations Development Programme (UNDP) in 2011 on Human Development Index (IPM), one of the main determinants of the nation's education level, shows that Indonesia has dropped from 108th in 2010 to 124th in 2012 from 180 countries. This shows the low quality of education in Indonesia. One factor is due to the weakness of teachers in exploring the potential of learners, teachers often impose their will without ever paying attention to the needs of interests and talents possessed by a learner.

In the United States, Germany, Britain and other developed countries, students from an early age have been directed to become a professional and qualified person in the field that matches the potential of learners based on their interests and talents. If the learners are talented in the world of sports, the learners are directed and guided into an athlete so that when the students are mature, they are ready to plunge into someone who is professional in the field in accordance with the needs of interest and talent because it has been focused early on. This is certainly supported by the professionalism of an appropriate teacher in his field.

The conditions above are different reality with in Indonesia. The data of National Research and Development Agency of the Ministry of National Education in 2001 presents a condition that shows that the higher level of formal education in North Sumatra, the better the quality of the teachers. The results of this study showed a very prominent disparatis between uneducated Elementary/Junior high school teachers (74%) with Junior High School teachers unfit to teach (51.96%) and Senior High School/vocational teachers only (1.0%). In addition, some teachers in Indonesia are even declared as unfit to teach according to the National Development Research Department and Research Department data of 2003, the feasibility of teaching in various educational units as follows: for Elementary School eligible to teach only 21.07% (country) and 28, 94% (private), for Junior High School 54.12% (domestic) and 60.99% (private), for Senior

High School 65.29% (domestic) and Vocational High School 64.73% (private) 55.49% (domestic) and 58.26% (private).

The current condition of teachers is a challenge to keep improving the existing education system with a variety of programs, ranging from improving the recruitment system and making programs to pay attention to teachers' welfare and quality. Teachers as the subject of education will determine the success of education itself. The existence of a good learning management skills is expected to produce professional teachers in accordance with national education objectives[2]. Teacher competence in learning management are: (1) preparation of learning plan, (2) implementation of teaching learning interaction, (3) assessment of student learning achievement, and (4) implementation of follow up assessment result [3].

Based on interviews and observations by researcher, during physical education conducted at State Elementary School Medan Tembung consisting of 12 schools and the implementation of KKG (Teacher Working Group), on Monday-Saturday, 13-25 February 2017 at 08.00-12.00 WIB, the result of the analysis that has been done for the first target, can be identified the weaknesses and threats faced by the school. The weaknesses in the teaching and learning process is the less disciplined learners, the less able teachers to provide teaching strategies in the classroom and field according to the needs of learners, the time used is less effective, and do not utilize the facilities and infrastructure properly. While the constraints are less ready learners in receiving lessons, especially during the day before returning home. In addition, physical education teachers of sports and health less understand about the importance of learning management as an effort to improve the quality of learning, related to planning, organizing, directing, coordinating, and assessment of teacher learning that still has not planned the learning process well. This is evidenced from the incomplete learning tools in accordance with the prevailing curriculum demands that the direction of learning is not in accordance with what is expected. Teachers also do not fully utilize the facilities and infrastructure of existing learning was in good condition. Although the results of supporting data from the problem have not been representatif overall.

Learning management must be aware of the problems that will be faced, namely knowing the advantages, weaknesses, opportunities and constraints that can give birth to brilliant solutions. Thus, the necessary management capabilities that are able to provide appropriate information for teachers and optimal benefit for teacher management that has weakness does not happen again in the next learning process. Analysis to measure the level of success are: *the strength, weakness, opportunities and threat*[4]. So, SWOT analysis is one of the right alternative used to analyze management learning especially physical education. Thus it is expected to produce professional teachers in accordance with national education objectives.

Based on the description of the problem above, it is necessary to conduct research to deeper study about learning process management capability using SWOT analysis conducted by physical education teacher of sport in State Elementary School sub-district Medan Tembung. For that researchers took the title of "Analysis of Physical Education Teacher Management Skills in State Elementary School sub-district Medan Tembung."

## II. LITERATURE REVIEW

Understanding management in general is very broad and diverse. Management means *manage*, the process of working with and through others to achieve organizational goals efficiently [5]. Paturusi (2012) defines management as a set of functions to ensure the efficiency and effectiveness of education services, through planning, decision-making, leadership behavior, resource allocation preparation, personnel coordination, creation of a conducive organizational climate, and determination of facility development to meet the needs of learners and community in the future[6]. Unlike the opinion of the UPI Education Management Lecturers Team, education management is a structuring of educational activities carried out through planning activities, organizing, staffing, coaching, coordinating, communicating, valuing, and reporting systematically to achieve the goal of quality education [7]. Meanwhile, according to Suryosubroto, the characteristics of management learning is the existence of planning, organizing, direction, coordination, and assessment[8]. So the management approach taken in this research is the approach to the process of achieving the learning objectives.

### A. Planning

Planning is an activity that must be done at the beginning and during the administrative activities that take place. In every plan there are two factors that must be considered, namely factor of purpose and factor of means, both personnel and material.

Prastowo (2015) stated that planning is the activity of translating the school curriculum into learning activities in the classroom. Planning of the learning program can be in the form of planning in daily activities, weekly activities, even the design for annual activities in accordance with the objectives of the curriculum to be achieved. Thus, the content may consist of specific specific objectives, procedures for teaching and learning activities, subject matter, time required, to the form of evaluation to be used[9].

Then it can be concluded that planning is determining what will be done. Planning contains many broad decisions and explanations of objectives, policy determination, program determination, determination of specific methods and procedures and the determination of activities on an existing schedule. In addition, planning is the activity of thinking and choosing a series of actions aimed at the achievement of educational goals and objectives.

### B. Organizing

Organizing is an activity of composing and forming working relationships between people so as to realize a unity of effort in achieving the goals that have been set. In organizing there is the division of tasks, authority and responsibilities in detail according to the fields and parts, so from there can create a harmonious and smooth cooperation relationships toward the achievement of the goals that have been set. It is understandable that organizing is an attempt to structure and establish cooperation among the people in the group, which include: establishing the duties, authorities, responsibilities, and relationships of each person. organizing activities as well as establishing and establishing relationships

so as to create a unified effort in achieving educational goals and objectives [10].

### C. Directing

Directing is a management function that includes actions or give orders to every member of the organization in order to achieve goals in accordance with its planning and implementation.

Handoko (2003) explained that the direction function does what it wants and should do. So that direction is very necessary in the learning process because with the direction, can carry out orientation about the work to be done and can provide specific instructions both orally and in writing, directly or indirectly [11].

### D. Coordination

Coordination is to mobilize the team by providing the location of the work activities that match each and keeping the activity executed with appropriate harmony among the members themselves [12]. While Soetjipto said coordination is defined as an effort to integrate the activities of various individuals so that their activities run in harmony with members in an effort to achieve goals. Coordinating efforts may be carried out through various means, such as: (a) conducting briefings, (b) holding work meetings, (c) providing technical performance and technical guidance, and (d) providing feedback on the outcome of an activity[13].

### E. Assessment

Assessment of the teaching process is done by the teacher as an integral part of the teaching itself. Assessment process aims to assess the effectiveness and efficiency of teaching activities as materials for the improvement and refinement of the program and its implementation. The objects and objectives of the process assessment are the components of the teaching system itself, both with respect to the input process and with the output, with all its dimensions.

Trianto (2010) defines assessment as a series of activities to obtain, analyze, and interpret data about the learning process and learning outcomes of students systematically and continuously, so that becomes meaningful information in making decision [14].

Based on the main functions discussed above, each other is very closely related, and all of them are an integral whole process and a continuous series of activities.

## III. RESEARCH METHOD

This research will be conducted on Physical Education Teacher Medan Tembung, amounting to 12 schools. The population in this study is about 24 peoples. This research will be conducted for a month in August 2018.

The type of this research is qualitative descriptive research. Data collection techniques in this study are Observation, Interview, Questionnaire, Documentation and Triangulation.

### A. Research Instrumen

This study uses a questionnaire instrument. Questionnaire in this research consists of five aspects that are elaborated through indicator, so that obtained item statement items.

Analysis strategy used is SWOT analysis, that is *Strength, Weakness, Opportunity, and Threat*. SWOT analysis is internalized each into the five aspects of management learning, namely: *planning, organizing, direction, coordination, and assessment*. Research questionnaire using Likert scale as scaling technique. This scale has the following gradations:

TABLE I. Alternative Scale Response Likert Scale

Statement	Always	Often	Sometimes	Rarely	Never
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The test of the instrument in this study was done through expert calibration (consultation) and trial of legibility to determine the validity and reliability of the instrument. Expert calibration is done with two lecturers (because with some consideration is enough), that is lecturer outside supervisor. While the legibility tested the validity of the instrument using the *product moment of Karl Pearson* formula, with the test criteria if  $r_{\text{count}} > r_{\text{table}}$  for  $\alpha = 0,05$  with  $(db = N - 2)$  then it can be said the matter is valid[15]. For reliability test using the *Alpha dari Cronbach* formula.

### B. Data Analysis

The steps in this research process include: (1) reducing the data, the researcher reviewed all records obtained through observation techniques, interviews, and documents. Data reduction is done by abstracting or summarizing data in a systematic and focused report on the core; (2) display data, which summarizes the main points and then arranged in the form of a narrative and systematic description; and (3) drawing conclusions.

There are two kinds of data collected in this research that is quantitative data (questionnaire) and qualitative data (interview):

#### 1. Quantitative Data (Questionnaire)

This data will be analyzed using SWOT analysis method and percentage descriptive analysis. The calculation with the following stages:

1. Create a table of results of the questionnaire as a whole
2. Create a column 3 (rating), column 4 (weight), and column 5 (score)
3. The total scores obtained on each SWOT are summarized and descrytallized
4. Calculate the coordinates of internal analysis =  $(\text{score S} - \text{score W})/2$  and coordinate external analysis =  $(\text{score O} - \text{score T})/2$
5. The result of the obtained coordinates is shown in the SWOT matrix diagram to find out the position of physical education teacher management skills in State Elementary School sub-district Medan Tembung is at I, II, III, or IV consciousness. The form of SWOT analysis and how its development is shown in the following table.

## ACKNOWLEDGEMENT

TABLE II. SWOT Analysis Matrix

EFAS <sup>b</sup> \ IFAS <sup>a</sup>	STRENGTH S (S) Identification of Strength	WEAKNESSES (W) Identification of Weakness
OPPORTUNITIES(O) Identification of Opportunities	(1) SO Strategy Using strength to get opportunities	(2) WO Strategy Overcomin g weakness by using opportunities
THREAT (T) Identification of Threat	(3) ST Strategy Using strength to deal threat	(4) WT Strategy Hiding weakness to deal with threat

<sup>a</sup>Internal Factor Analysis Summary

<sup>b</sup>External Factor Analysis Summary

While descriptive percentage aims to determine the extent to which physical education teacher management skills in State Elementary School sub-district Medan Tembung. As for the calculation technique for each item questionnaire using the percentage of [16]:

$$P = \frac{f}{n} \times 100\% \quad (1)$$

Description: P = percentage

F = frequency being searched

N = total number of frequencies

Furthermore, the percentage is interpreted into qualitative, that is, if the physical education teacher management skills in State Elementary School sub-district Medan Tembung is in percentage between:

TABEL III. Percentage Criteria

Percentage (%)	Criteria
86-100	Very Good
71-85	Good
56-70	Enough
41-55	Less
26-40	Very Less

## 2. Qualitative Data (Interview)

The data collected through interviews is written in words or verbal form. The data collected from several sources that exist in the field, the authors present, first done the process of analysis so that the data can actually be justified truth.

## C. Research Credibility

The validity of the data is done to prove whether the research conducted is really a scientific research as well as to test the data obtained [16]. In this research using triangulation testing technique.

Thanks to our lecturers: Dr. Amir Supriadi, M.Pd and Dr. Albadi Sinulingga, M.Pd, who has provided much guidance and direction.

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