

# The Meaning and Experience of Professional Development for Physical Education Teachers of Middle Schools

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**Keywords:** Experience, Meaning and Professional Development.

**Abstract:** Professional development means to focus on how the teachers learn to enrich and renew their capacities as educators. This research aimed at finding out the experience of Physical Education teachers in professional development and the meaning attached. This research is a qualitative research. The subjects of this research are nine Physical Education teachers of middle schools/ high schools in Yogyakarta. The research instrument in this study was interview guideline. The data were collected through interview and documentation. The data were analyzed in the form of qualitative description. The result of this research showed that the professional development for Physical Education teachers of middle schools/high schools in Yogyakarta in general included MGMP, PLPG, curriculum training, gymnastic training and PTK workshop. In specific, the professional development for Physical Education teachers of middle schools/high schools in Yogyakarta included referee training and specific sport coaching. Meanwhile, the professional development based on work performance included tutor training and presenter/upgrading training. The meaning of professional development for teachers is to gain teaching knowledge and skills which can be applied in the learning process. Teachers gain more skills to create learning processes which are creative and varied..

## 1 INTRODUCTION

A teacher is one of the most important components in the effort of achieving the goal of education. According to Suparlan (2008: 12-13), a teacher is someone who has the responsibility to educate the life of a nation in all aspects, whether it is spiritual and emotional, intellectual, physical, even other formal and legal aspects. A teacher is someone who has a decree or legal letter to teach from the government or private institution. Furthermore, teachers are the primary practitioners in education who are the answers of the needs for the quality of the human resources that have the role to serve professionally in the society. In the process of having quality education, teachers have the fundamental and dominant role both in teaching techniques and knowledge. In this case, a teacher who has sufficient knowledge and good teaching techniques will certainly be able to conduct a teaching and learning process that is aligned with the goal of education.

On the way to reach a high level and good quality education, it is certain that the process will not be easy. Teachers need to be able to show their

confidence in front of the students and it can be shown through their performances which correspond to their professional competence as a teacher, educator, and also as a coach for the students in the teaching and learning process. It is also needed for teachers to have sustainable learning process to always catch up the development of science, technology and culture. It is expected that within the teacher candidates, an intrinsic motivation to continue moving forward in an exciting career could be developed well. (Heidorn, 2014).

As educators, teachers have to be discerning and able to expand their science knowledge based on their professional field. Research findings have demonstrated that Physical Education is considered less valuable than other content areas. Furthermore, many Physical Educators feel isolated, with limited or no access to resources, and they often find themselves struggling to win consideration as legitimate professionals (Lux, 2010). Actions that can be taken efforts to improve the teachers' quality and professionalism are: (1) taking professional education, (2) improving the quality of the teaching and learning process, (3) taking part in sustainable professional development activities, and (4)

improving self-quality by working out supporting skills (Mulyana, 2010).

Teachers' role in education is significant and fundamental so that it is necessary to improve teachers' professionalism in both knowledge and experiences in teaching. Based on UU No 14 Tahun 2005 about teachers and lecturers and also the Peraturan Pemerintah No. 19 Tahun 2005 about the National Education Standard, one of the contents argues that teachers are professional educators. In that Act, it is stated that a teacher is a professional educator whose main responsibility is to educate, teach, guide, direct, train, assess and evaluate the students in the level of formal and informal pre-school, elementary school and high school.

A professional teacher is a teacher who owns good competences in accordance to the government standard. There are absolute competences a teacher must possess in doing their job. Those said competences are mentioned in Pasal 8 Undang-Undang Republik Indonesia No 14 Tahun 2005 which the elaborations are: 1) pedagogical competence which means that an educator must have the ability to manage the teaching and learning process including teaching and guiding the students, 2) personality competence which means that individually a teacher must have a steady personality, a noble character, wise, charismatic and a good role model for the students, 3) professional competence which is the teacher's deep and wide learning materials' mastery and the teacher's ability to carry their job as an educator according to their profession and 4) social competence in which an educator must be able to communicate and interact effectively and efficiently with the students, fellow teachers, students' parents or legal guardians and the surrounding community.

The professional development of education for teachers is one of the ways to manifest the dream of having professional teachers. Professional development is a key to effective teaching in any subject and can be achieved through opportunities such as pre-service and in-service days, national and regional conference attendance, and involvement in professional organizations. Professional development covers all types of professional learning which are done by the teachers starting from graduating the under graduate degree (Armour & Yelling, 2004). Professional development is a sustainable program which will be done continually and continuously. In particular, professional development should be rooted from teachers' learning (Armour & Yelling, 2007). Therefore, it means to focus on how the teachers learn to enrich and renew their capacities as a teacher (Setiawan, 2015).

Government, as one of the important components in the process of developing teachers' professionalism, keep making efforts so the professional development can have significant impact to the progress of education in Indonesia. Peraturan Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009 about Jabatan Fungsional dan Angka Kreditnya states that what it meant by continuous professional development is the development of teachers' competences which is done based on the needs, gradually and continuously to improve their professionalism. The Ministry of Education and Culture through the General Directorate of Education Quality Enhancement and Education Staffs in the year of 2008 issued the standard for developing Kelompok Kerja Guru (KKG) for elementary schools (SD/MI/SDLB) and Musyawarah Guru Mata Pelajaran (MGMP) for high school teachers (SMP/MTs/SMPLB, SMA/MA/SMALB, and SMK/MAK).

Education Authority for Bantul Regency as the one which is in charge for all the activities in continuous professional development for teachers has held various education events to support teachers' professionalism. Regularly and systematically continuous professional development for teachers is the key in the quality development of Physical Education programs (Bechtel and O'Sullivan 2006; Patton, Parker, and Pratt 2013). Although the literature shows the need for evidence regarding the impact of continuous professional development initiatives on student learning, there is a consensus that improvement in the quality of student learning is, to some extent, reliant upon improvements in the quality of teachers (Armour 2006; Armour and Yelling, 2007).

There are certain events held to build teachers' professionalism which are: upgrading, seminar, training, certifying and other training programs aimed to improve teachers' quality in general and Physical Education teachers in particular. Moreover, to expand physical education teachers' knowledge, collaboration with educational universities was created. Through those various events, the Education Authority for Bantul Regency hopes for Physical Education teachers' professionalism and quality will improve and able to meet the demands of education that keeps developing.

Physical Education (PE) teachers are the most important component in the effort of improving the quality of the human resource and it needs a great attention in relation to the profession. Most teachers want to learn and improve, and Physical Education teachers are not exception. Although their teaching field is not subject to standardized testing, Physical Education teachers seek to find support structures

and development opportunities from within their schools and districts so that they feel connected and a part of the professional team (Woods, 2010). There is an urgent need to specifically pay attention in improving the quality and professionalism of PE teachers especially in their teaching theories, practicum and the standard of knowledge they need to possess. Research results from various literatures show that there are numbers of capacity elements to improve the quality of the PE teaching and learning process in school which are: (1) professional PE teachers, which can be seen from their knowledge and skill aspects, (2) students' motivation, (3) the curriculum, (4) the type and quality of the human resources that supports the teaching and learning process in the class and in this case is the PE teachers, (5) the quantity and quality of interactions each party in the school organization level, (6) the material sources and (7) the management and allocation of the school sources in the institution level (Rachman, Anwar & Setiawan, 2015).

Considering the important role of PE teachers in education system, there are still many primary questions related to the condition of PE teachers in Indonesia nowadays as the depiction of the issues that need to be solved through government policies and regulations about the founding and management of PE teachers that need to be prepared, as follows: (1) How are PE teachers placed as professional workers and equal to other professional teachers who in integrated manner are responsible to conduct teaching and learning process according to their field of duty in order to achieve the determined education quality?; (2) How do PE teachers fulfill the required qualifications as professional workers who are ready to handle duties according to their area of expertise and background knowledge?; (3) How do the PE teachers show the professional quality needed as educators in the teaching and learning process in school?; (4) How do PE teachers show performance according to their significant role as they actively participate in the effective and efficient teaching and learning process; (5) How are PE teachers given the opportunities and facilities to expand their career, knowledge and skill which support their professionalism?; (6) How are PE teachers given the trust and chances to take part in giving opinions in the education policy decision making?; (7) How are the education staff given the credit for their performance?; (8) How are the PE teachers given protection while they are serving as an educator; (9) How are PE teachers given the appropriateness and welfare in their service time; (10) How do PE teachers meet the requirements and are managed in the national range practice of education related to the equity, expansion, quality, relevance, competitiveness (the ability to perform excellently),

management of education staff, accountability and imaging? (Rachman, Anwar & Setiawan, 2015).

From the efforts done by the Education Authority of Bantul Regency, it is clear that continuous professional development is one of the most important activities which is obliged to be conducted in each year. Therefore, there are still many shortages in this event that need to be handled especially for the teachers who participate. There are still many teachers who have not understood the meaning of taking part in the event. Whereas this research is necessary in providing the information scientifically and not only about how effective professional development is but also the one that is meaningful for both teachers and students (Armour, 2006).

## **2 RESEARCH METHODS**

### **2.1 Research Design**

This research is a qualitative research with phenomenology approach. The data collection techniques used are in depth interview or open ended interview.

### **2.2 Time and Place of Research**

This research took place in Special Region of Yogyakarta. The time was adjusted based on the teachers' availability in order to avoid disturbing their working time.

### **2.3 Research Subject**

The subjects of this research are 9 teachers of middle schools and high schools in Special Region of Yogyakarta. The subjects were chosen based on some certain considerations.

### **2.4 Data Collection Techniques**

The data analysis steps in phenomenology approach are described as follows:(1)Early Stage, In this stage, the researcher describes the whole phenomenon experienced by the research subjects. The whole recording from the interview with the subjects was turned into written transcript;(2) Horizontalization Stage, Horizontalization is finding significance of statements said by the participants in which each statement in the beginning is considered as equal value in order to have significant value;(3)Textural Description Stage, This stage is about collecting statements of what the participants' perspective in significance of teachers' professional development;(3)Structural Description Stage, In this

stage, the researcher classifies the questions into a significance unit and then explains the significance of how professional development happen structurally such as finding the chronology, finding details, classifying and finding explanations;(4)The Stage of Describing the Essence of Significance and Experience, This stage was done with the aim at developing structural synthesis about the phenomenon happened to the participant and explaining structurally which means to explain how such phenomenon happened.

### **3 RESEARCH RESULTS AND DISCUSSION**

#### **3.1 Research Results**

This research aimed at determining the experiences of PE teachers in expanding their professionalism and the significance which came along with the experiences.

Using the phenomenology research principals, the data were analyzed using 4 units or themes including: the significance of professional development, supports, obstacles and suggestions.

##### **3.1.1 The Significance of Professional Development**

In this stage, analyzing the results of the activities in professional development was done. There were three sub-themes: developing teaching skill, developing creativity and developing social network :(1)Developing Teaching Skill, Professional development in general aimed at expanding the teaching skill in which so far the teaching and learning process was considered monotonous. This lead to the fact that the students feel they are not well-motivated to engage in the teaching and learning process and eventually the teaching and learning process was not well conducted. With the teachers' experience in professional development they would have more knowledge or skill they had not mastered before and they would change the way they teach which was primary considered not effective. This reminds us that Physical Education teaching and learning process should be able to create environment which is conducive, fun, comfortable and safe for the students; (2)Developing Creativity, Not only creating conducive learning environment, teachers also need to create new things or actions and change the old or previous actions that were not successful. It is needed to change the

learning style from conventional into more interactive and variative learning style in which it stays in the learning aspects. The monotonous teaching and learning process caused the students to feel bored and as the results they are reluctant to participate in the teaching and learning process. This is caused by the changing of people's perspective in seeing education as it keeps evolving. Therefore, teaching and learning process needs to be changed and adapted to match the devolution and change of needs;(3)Developing Social Network, Getting new relations and learning resources is important to improve learning sources and learning insights. Opening relations or social network among PE teachers will help PE teachers to both improve their teaching skill and open the opportunities for them to grow.

##### **3.1.2 Professional Development Experience**

This stage is about analyzing the results of the professional development activities that has been done. There are six sub-themes: type of activities, the content of the activities, motivation, time, place and administrator:(1)Type of Activities, The type of activities for professional development received by PE teachers in middle schools and high schools in Yogyakarta in general are Pelatihan Profesi Guru (PLPG), Musyawarah Guru Mata Pelajaran (MGMP), workshops about Kurikulum 2013, workshops about action research (Penelitian Tindakan Kelas/PTK), gymnastics training, tutorial training, athletics coaching, presenting training, PE education and training, counseling and referee training. In general, professional development experiences owned by middle school and high school PE teachers in Yogyakarta are PLPG, MGMP, curriculum training, gymnastics training and workshops about action research. Other than that, professional development owned by teachers which is done individually is according to their skill and specific sport branch they are majoring. Those include referee training and athletics training as development based on the individual achievement or perseverance in a specific sport branch;(2)The Content of the Activities, MGMP activities include activities of renewing the education technology, making learning media and props or discussing teaching and PE class learning issues in which a solution is needed and later can be used as a research material. This aligns with what Mr. Rosyid as follow:



“We like to have a sharing or discussion session. We talk about the obstacles we often found at schools or talk about the facilities. In other words, from those sharing and discussion we could gain more knowledge and get solutions for our problems so that our teaching and learning process are more successful even though we have limited supporting facilities;(3)Motivation, The process of self-development is based on different teachers’ reasons and motivation to participate in the professional development activities. Professional development experience of PE teachers in general is based on their nescience, rising obstacles or their will to improve their professionalism. As an example, here is what Mrs. Yanti stated:“There are many worker levels and the highest is IVa and the problems emerge from the need to write an action research. To this day, many PE teachers cannot finish their action research. So many of the workshops held are about conducting an action research.The problem showed up often put PE teachers in a difficult situation, haunted by the regulations and affected their professionalism in doing their job. This is a result of the teachers’ demands to be a professional teacher who is skillful, capable and many other requirements;(4)Time, Professional development experience is obtained from the beginning when a teacher teaches as their profession. MGMP activities are held regularly and periodically according to the program and meeting schedule that is already been agreed upon. Moreover, self-development in curriculum training is done alongside the changing of the curriculum. Lastly, the activity which PE teachers participate in is Kurikulum 2013 training. As what Mrs. Yanti stated: “It was last year because it was Kurikulum 2013. So for activities in 2015 it has not been held yet. For 2015, it is mostly about Kurikulum 2013;(5)Place and Administrator, The curriculum training is administered by the main office of Lembaga Penjaminan Mutu Pendidikan (LPMP) and is held in a place which is easy to be accessed and able to facilitate the training. The training was held in SMA 5 as Mrs. Yanti said: “The one held in SMA 5 was organized by the main office of LPMP. It was held for 4 days if I am not mistaken. It was on Monday, Tuesday, Wednesday and Thursday and held from morning till evening. This shows that professional development is facilitated by the government so that the teaching and learning process will be successful and aligned with the purpose of the creation of the curriculum.

### 3.1.3 Supporting Factors

Professional development activities will not be successfully held without the support from many parties. This is because teachers will not be able to work by themselves without the support from others such as the school, government or official authority. Generally, the professional development activities held cost so much. According to the teachers, these activities are supported by the fund coming from officials or from schools. This argument is in accordance with what Mr. Edi said: “About the funding, it is usually handled by the authority. Maybe the school helps”.

With the guarantee that it will be easier in terms of funding, teachers will gladly participate in the professional development activities. Furthermore, teachers will certainly get the permission to take part.

### 3.1.4 Obstacle Factors

The implementation of professional development does not have that many obstacles so the implementation can run smoothly. Most of the teachers’ obstacles come from the time of the event. It is supported by Mr. Tugas’ statement saying: “My obstacle in joining the professional development activities is maybe only on its timing. And I also oppose to the time efficiency because of the busy schedules of the teachers.”

The teachers’ busy schedules from teaching or other activities outside their work can cause a problem for teachers. The timing of the events is often not in accordance with the availability for the teachers since they have their own personal plan and activity.

## 3.2 Discussion

From the interview from 9 participants, it was found that the professional development activities was participated by the PE teachers in Bantul Regency. According to Zaenal A & Elham R (2007:155) the types of teacher’s activity in the professional development are: (1) conducting an educational research, (2) finding the appropriate educational technology, (3) creating educational media/props or counseling, (4) writing articles, and (5) following the curriculum development. The professional development activities joined by elementary PE teachers in Bantul Regency in general are MGMP, PLPG, training, curriculum, gymnastics training and action research workshop. In particular, professional

development activities participated by elementary PE teachers in Bantul Regency are referee training and coaching training for a specific sport branch. Furthermore, professional development that is based on working achievement is tutor training and presenting training.

The differences in holding professional development for PE teachers in Special Region of Yogyakarta do not result in a serious matter. It is because generally middle school and high school teachers in Special Region of Yogyakarta get the same opportunity which is participating in MGMP events, PLPG and curriculum training. As stated by Armour & Yelling, (2007) in specific, the continuous professional development is supposed to be centered on the teachers' learning. It means that it should focus on how the teachers learn to enrich and expand their capacity as a teacher (Caly Setiawan, 2015).

As the need for education nowadays grows, it is necessary to improve the quality of professional teachers. This will lead to the state in which they will have sufficient skill, capability and loyalty towards the better education. What is called professional work is a work in which it can only be done by those who are specifically trained and prepared for such work and not a work that can be done by random people only because they cannot have another job (Nana Sudjana, 1988 in Usman, 2005). In accordance with the statement, it shows that a teacher is not someone who comes from the people who have no competence and professionalism in educating and teaching.

The raising of the education need forces teachers to keep improving their quality in doing their job as a teacher. The improvement of teachers' professionalism is not only focused on the teachers but also the education authority that needs to facilitate the professional development activities for teachers. By taking part in the activities, it will be useful for the teachers. Basically, professional development will be very beneficial for the teachers. The improvement for teachers' skill will be felt by the presence of the new knowledge and new ideas about education. As issues in education keep rising, activities in effort to develop teachers' professionalism will be able to provide solutions for many problems encountered by the teachers. According to Undang-Undang Republik Indonesia Nomor 14 tahun 2005 about teachers and lecturers in article 1 paragraphs 10, it is stated that competence is a set of knowledge, skill and attitude which needs to be owned, lived up to and mastered by teachers or lecturers in performing their professional duty. Align

with the statement, professional development activities are important because going through formal education is not enough to be a professional teacher. Therefore, teachers need to be highly competent and own wide range of knowledge, skill and attitude as an excellent teacher.

Professional development done in groups or individually will be beneficial in improving the education competence and quality. As stated by A. Samana (1994:44) that working competence can be manifested in a having meaningful attitude, social value and fulfilling the specific working criteria which is agreed and authorized by its profession group or the community they served. It is because PE teaching and learning process is not a process that can be done solely inside the classroom. Therefore, the professional development will improve the teachers' skill to present the teaching and learning process in a nice way including manipulating difficult and scary moves felt by the students. As a result, it will help the students in engaging the teaching and learning process. Moreover, the invention of new things in the learning process can be used as a way out for the problem of the limited facilities that has been long considered as the big obstacle of the learning process.

## **4 CONCLUSION AND SUGGESTIONS**

### **4.1 Conclusion**

Based on the formulation of the problem in this research, it can be concluded that the significance of professional development is that teachers can gain more knowledge and improve their skill which they can apply in the teaching and learning process. Teachers get more skill which they can use to create a teaching and learning process that is creative and variative. Furthermore, professional development is able to expand the social network among teachers in which they can increase their motivation and insight in expanding their knowledge and bettering their skill. The most significant benefit of professional development activities is improving the teachers' quality so that they become more professional.

Professional development activities joined by middle school and high school PE teachers in Special Region of Yogyakarta in general are MGMP, PLPG, curriculum training, gymnastics training and action research workshop. In particular, professional development joined by middle school

and high school PE teachers in Special Region of Yogyakarta is referee training and coaching training for specific sport branch. Meanwhile, professional development that is based on working achievement is tutor training and presenting training.

Professional development activities are supported by a fund that is guaranteed by the authority and teachers need not to feel burdened by the funding problem. However, teachers feel they have problem with the scheduling in which the time do not align with their schedules. Moreover, professional development activities are considered taking too much time.

## 4.2 Suggestion

Based on the results of this study, it is concluded that some issues cannot yet be solved. Therefore, some suggestions can be formed to improve the activities in developing teachers' professionalism. The suggestions are: giving different kinds of materials, which means that the materials given should focus on each teacher's profession; giving longer time for practice activities so it will be easier for teachers to understand it; placing the teachers according to their profession so they are able to help one another.

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