

School Literacy Program: Perception of Primary School Physical Education Teacher in Yogyakarta

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Abstract: Physical Education (PE) is one of the subjects being taught at elementary school. School literacy programs must be applied in all subjects. To carry out the program, the PE teacher must know the meaning of literacy. Literary learning will involve the students and the teachers. This study explored information about perceptions of primary school PE teachers about literacy. By extracting information about the perceptions of PE teachers, the readiness in implementation in PE learning can be seen. The literacy model of the government was outlined in the observation sheet. The data were analyzed with standard statistics. The analysis was determined on the perception of PE teachers on literacy program. The survey results show that the teacher's perception of literacy was limited to reading and writing, while the teacher's attitude towards literacy supported the programs in the learning process. This means that PE teachers needed to understand the meaning of literacy extensively.

1 INTRODUCTION

Education is a conscious effort to influence someone to be willing to voluntarily follow what others want. Many educational philosophers regard education as the development of each individual to be rationally autonomous learner (Mike McNamee, 2005). Education will affect the progress of a nation. As a country, Indonesia continues to strive to organize education in order to be able to compete with other countries. To be able to compete, one of the government's efforts is to adjust the needs in the world of education through development and adjustment. Ideally with these efforts, the quality of education in Indonesia can be established according to what the government expects. However, the culture of the people who are still not accustomed to literacy is considered as one of the causes of not being able to compete with other nations.

Ibrahim (2016) said that the results of the Program for International Student Assessment (PISA) research were the second worst Indonesian literacy culture in 2012 from 65 countries in the world. Indonesia ranks 64th out of 65 countries. The 2012 UNESCO statistics show that the reading interest index in Indonesia has only reached 0.001. It means that for every 1,000 residents, only one person has an interest in reading.

The Indonesian education and culture minister issued a regulation on the Minister of Education and Culture Number 23 of 2015 concerning the growth of character.

The regulation gave rise to one of the flagship programs called National Literacy Movement (GLB). Literacy was carried out in schools through extracurricular activities or intra-curricular. Literacy was carried out in schools through extracurricular activities or in the intra-curricular. Literacy in extracurricular activities was done out by reading for several minutes, literacy months, literacy competitions, and so on. Besides, literacy in intra-curricular was administered during the learning. Literacy is defined through an analysis of what literate children should be able to do (David Wray and Jane Medwell, 2002).

Physical Education Sport and Health (PES) is one of the subjects integrated in thematic learning in the 2013 curriculum especially in the early classes. In each learning, literacy activities were expected to occur. Physical literacy has been referred to, in metaphorical sense, as developing literacy within a physical setting, synonymous to reading and writing, and specific to the culture in which individuals live (Delaney B, Donnelly P, News J, et al, 2008). Physical education teachers realize that they teach thinking (cognitive) skills. It is important to note that governing cognitive development is the same in all fields (Muska Mosston and Sara Ashworth, 2008). David, et al (2002) reveal that one of the factors that influence the effectiveness of literacy learning is the series of activities. PE is a type of learning that uses motion activity as a means of achieving educational goals. Therefore, the

physical education teacher must understand and appreciate the meaning of literacy.

2 THEORETICAL REVIEW

2.1 PES and Academic Achievement

Research in the faculty of education in California in 2001 showed that there was a positive relationship between physical fitness and the achievement of reading and math. Besides, aerobic capacity had a relationship with academic achievement (Castelli, Darla M; Hillman, Charles H, 2007). Dishman, et al (Tomprowsky Philip D, et al. 2008) find that physical activity will produce a biological response to the human body, including muscles and organs. That causes a response to the brain system. Kohl and Cook (2013) argue that doing physical activity will be affect the brain. Susan A. Carlson, et al (2008) state that there is a significant relationship between academic achievement in mathematics and reading which is influenced by physical activity for 70-300 minutes per week. Sardinha et al (2014) in his research conclude that cardiorespiratory fitness and body weight are associated with academic achievement. François Trudeau and Roy J. Shephard (2008) state that there is a positive relationship between physical activity and academic performance, especially in terms of concentration, memory and behavior in the classroom. Active children will not experience fatigue easily when they follow the learning process in class. This is also explained by Voss in Heather D Cook (2013) that physical activity shows an increase in prefrontal cortex activation and it decreases activation of the posterior parietal cortex. Lopinzi et al (Cardinal, 2017) explain that physical activity is very good for the brain and learning barriers that support mathematics and reading.

2.2 School Literacy Program

According to Yuan Sang (2017), literacy is viewed as a participation in collaborative activities to acquire distributed knowledge and skills. Literacy ability has a definition that includes 1) the ability to understand information, both oral and written, 2) the ability to communicate what is known through speaking and writing, 3) the ability to speak clearly, precisely and logically, 4) the ability to write smoothly, communicating key ideas or important ideas, and 5) having the purpose of communicating (Klein, Peterson, & Simington, 1991). Clay and Ferguson Brian (Pangesti Wiedarti, et al., 2016) describe that the component of information literacy consists of early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy. They further explain that basic literacy skills are the ability to listen, speak, read, write, and count with regard to analytical skills to account for, perceive information,

communicate, and describe information based on personal understanding and conclusions.

School literacy program in primary schools is carried out in three stages: the stages of habituation, development, and learning. Each stage has details of different activities. Firstly, habituation consists of literacy skills, focus and principles of activities, the principles of reading activities, reading activities in structuring the environment rich in literacy, activities steps, indicators of achievement, and the literate school ecosystems that make teachers literate by showing performance characteristics. Secondly, development consists of providing a variety of reading experiences, love reading environment for the school residents, love writing environment for the school residents, choosing books on fiction and non-fiction enrichment, activity steps, and achievement indicators. The last, learning consists of providing integrated learning based on literacy, classroom management based on literacy, organizing material, implementing integrated literacy in accordance with themes and subjects, making schedules, assessment and evaluation, literacy conference of school citizens (Faizah, Dewi Utami dkk, 2016).

2.3 Physical Literacy

The meaning of literacy in PE expressed by Whitehead (Dozan and Bae, 2016) was related to motivation, confidence, physical competence, understanding, and knowledge to maintain individual physical activity in the best level of life. Canadian Sport Center (Mandigo, et al., 2009) defines physical literacy not only as the development of fundamental movements and basic movements in sports that permanently provide self-confidence and control children to move in the breadth of movement and sports activities, but also as abilities to read and what will be done in children's activities. The concept of physical literacy describes embodied experiences that are aimed to enhance or improve physical performance aspects of movements that enable a particular goal to be achieved or elements of movement that need attention (Suzanne Lundvall, 2015).

3 METHOD

The data were collected from PE teachers of primary schools in Yogyakarta Indonesia. There were 240 primary schools in Yogyakarta province. In testing the validity of the data, expert judgement was involved. Data collection instrument used was interviews. The interview involved seven indicator in order to find information about PE teacher perception on literacy program. Ijn the data analysis, percentages were administered.

4 RESULT

The results of the study were presented in two ways. They are the perception and the attitudes of physical education teachers about the school literacy movement. The complete results can be seen in Table 1.

Learning Indicator	Percentage of Perception	
Providing integrated learning based on literacy,	80% of physical education teachers consider it impossible to integrate literacy-based physical education learning.	20% of physical education teachers assume that they can integrate literacy-based physical education learning.
Classroom management based on literacy,	20% of physical education teachers assume that they cannot manage classes to carry out literacy in physical education learning.	80% of physical education teachers assume that they can manage classes to carry out literacy in physical education learning.
Organizing material,	40% of physical education teachers assume that physical education subject matter cannot be organized with literacy.	60% of physical education teachers assume that physical education subject matter can be organized with literacy.
Assessment and evaluation,	80% of physical education teachers understand that literacy evaluation is only used in theoretical material so that it cannot be applied in physical education learning.	20% of physical education teachers understand that literacy evaluation is used to measure student understanding.

Based on Table 1, it shows that most physical education teachers assumed that physical education and sports subjects could be organized with literacy programs. This could be seen from the percentage of the class management indicators based on literacy and organizing the material with literacy programs.

On the other hand, most physical education teachers assumed that it was too difficult to integrate literacy programs in learning physical education especially in integrating learning and evaluation.

Physical education teachers assumed that literacy was only an activity of reading and writing. Thus, it was considered not too related to physical activity in physical education learning.

5 CONCLUSION

The wide and growing definition of literacy was not totally understood by the PE teachers. The teachers still considered literacy as an activity of reading and writing. Therefore, the PE learning process did not maximize the potential of the existing resources and the funding sources.

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