



## **Analysis Perception of Teacher's Physical Education Model Based on Creativity and Indenpendency**

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### **Abstract:**

This study aims to handle teacher perceptions of physical education models based on creativity and independence. The sample in this study were 24 elementary school teachers in Ambon city. The methodology used is research and development research with the dissemination stage. Data is taken by giving questionnaire to Physical Education teachers. The results showed that the teacher's perception of the model with a score of 404 or 15 people strongly agreed, 236 as many as 6 people agreed, 74 or 2 people disagreed, and 1 person disagreed. Based on the results of this study it can be concluded that the teacher's perception of the model is very good, and the effective model is used in the learning process

**Keywords:** Teacher's Perception, Physical Education Model, Creativity, and Independence

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## **INTRODUCTION**

Teacher's perception of learning *physical education* has an impact on the learning process and outcomes. Morgan and Hansen (2008) explain *Despite research highlighting the potential of PE, the successful delivery or effectiveness of any curricular area in primary schools may be limited by the perceptions*. This means that the success and effectiveness of the physical education curriculum is limited by perception. Teachers tend to have bad perceptions caused by lack of time, expertise, interest, training, and human resources. Many physical education teachers who have negative feelings towards physical education choose to teach other subjects. Some researchers find that teachers do not believe in the benefits of student participation in physical education learning. In addition, lack of trust, time and equipment have an impact on teacher competence.

Problems of teacher competency and creativity in learning and developing learning models also reflect that teachers' perceptions of physical education learning are not in line with curriculum objectives. The teacher is lazy to develop learning. To overcome this problem, a model of teacher competency development based on creativity and independence has been developed that has been done to help problems in physical education learning. The teacher

competency development model is based on creativity and independence which has been validated by material experts (86) and media experts (83).test results *One to one* about the model are good, easy to read, and easy to understand. The results of small group trials showed 83% of teachers felt satisfied with the training. The application of the Teacher Competency Development Development Model based on Creativity and Independence can improve the professionalism of teachers in learning Physical Education Orchestra with a limited number of samples. The results of the development show: the level of teacher satisfaction with the model is high and good, the results of good expert validation, and the results of experimental tests to the teachers who are the object of this study 83% of teachers feel satisfied with this training.

To get to the perfection of the results of this research it needs to be followed up in the form of dissemination where the products developed need to be evaluated and used by other teachers with a wider number of users. Research on the development of teacher competency improvement models based on creativity and independence is carried out with the Borg and Gall model which consists of 10 stages of development. From the ten stages, the first research has been carried out until the 9th stage.

The next stage is to measure whether the model is really valid and reliable, then the next stage is carried out, namely; conduct dissemination, where the revised product is used on a wider sample. Based on the results of research and expert studies, it can be concluded that teachers' perceptions of physical education learning have a positive impact on learning outcomes and processes that are in line with the aim of developing a fully Indonesian human being.

Perception is a word that is closely related to human psychology. According to Sugihartono (2007) perception is human behavior begins with sensing or sensation. Sensing or sensation is the process of stimulus entering the human senses. After the stimulus enters the human senses, the brain translates the stimulus. The ability of the brain to translate stimulus is called perception. Walgito (2003) states that perception is a process of organizing, interpreting the stimulus received by organisms or individuals so that it is something meaningful and is an integrated activity within the individual. According to Walgito (2003), perception is influenced by 2 factors, namely internal factors and external factors. Perception according to Quinn in Sarlito (2012) "perception is a combination process of sensations received by an organ or its interpretation results (the results of brain processing)". Pareek in Sobur (2003) revealed "Perception can be defined as the process of receiving, selecting, organizing, interpreting, testing, and reacting to sensory stimuli or data" This explanation is in line with Sarlito's opinion (2012) saying "perception takes place when receiving stimulus from the outside world is captured by the organs of his help which then enters the brain. Sugihartono (2007) suggested that perception is the ability of the five senses to translate stimulus or the process to translate stimulus into human senses. Human perception there are different viewpoints in sensing which perceive something good or positive perception or negative perception that will affect human actions that appear or are real. According to Mulyana (2000) perception is the core of communication, while interpretation is the core of perception, which is identical to the decoding in the communication process. Next Mulyana stated that perceptions determine the choice of a message and ignore other messages. According to Rachmat (2005) revealed that perception is an experience about objects, events, or relationships obtained by concluding information and interpreting messages. Perception is giving meaning to sensory stimuli (sensory stimuli). Meanwhile, according to Kimbal Young (Walgito, 1981) said, "perception is something that shows the activity of feeling, interpreting and understanding objects, both physical and social". According to Solomon, perception as the process by which a sensation received by someone is sorted and chosen, then regulated and finally interpreted (Prasetijo & Ihallauw, 2005). The relationship between perception and sensation is clear. Sensation is part of perception. Even so, interpreting the meaning of sensory information not only involves sensation but also attention, expectations, motivation and memory (Rachmat, 2005). Based on

the various definitions of perception above, in general perception can be defined as the process of giving meaning, interpretation of stimuli and sensations received by individuals, and strongly influenced by internal and external factors of each individual.

Factors Affecting Perception Perception is determined by personal factors and situational factors (Rachmat, 2005). David Krech and Richard S. Cruthfield (1997) in Rachmat (2005) call it functional factors and structural factors. The explanation is as follows: Functional Factors: Functional factors come from needs, past experience and other things that are included in personal factors. Perception is not determined by the type or form of stimuli, but the characteristics of people who respond to these stimuli. Structural Factors: Structural factors originate from the nature of physical stimuli and the neurological effects they cause on the individual nervous system. In addition to the need factors above, Leavitt (1978) also states that the way individuals see the world is derived from their groups and their membership in society. That is, there is an environmental influence on the way.

The concept of physical education outlined by Nixon and Jewet, can be said to be in line with the understanding in Indonesia described by Rusli Lutan (2001), that Education of Health as an important subject for physical development which is seen as a machine in the context of Education of Health which contains educational content through Health Care activities . Therefore the concept of physical education needs to be mastered by prospective teachers (Penjaskes students) and the teacher concerned, so that in its application shows equality of understanding.

Also expected to be able to do concept mapping in the application of physical education based on the level of education (the suitability of the physical education curriculum), including maximizing local potentials, in this case traditional games that can be modified. As a limitation or formulation of the concept of physical education, Arma outlines as one aspect of the overall educational process of students through the carefully designed Physical Education activities, which are carried out consciously and programmed in an effort to improve the physical and social health skills and abilities as well as intelligence development.

The essence of the substance of physical education is knowledge of human movements in the context of education related to all aspects of knowledge that take place in a didactic, creative way, to be understood and can be done by students in their entirety. Therefore, physical education and sports are a learning process through the Physical Education activities that are designed to improve Physical Education health, develop motor skills, knowledge and healthy and active life behaviors, sportsmanship, and emotional intelligence. The learning environment is carefully regulated to enhance the growth and development of all students' Shutter, Health, Psychomotor, Cognitive, and Affective.

The ultimate goal of physical education and sport lies in its role as a unique forum. Completion of character, and as a vehicle for possessing and forming a strong personality, good character and noble character. So people who have moral virtues like this will be good and useful citizens. (Baron Piece de Coubertin, Originator of Modern Olympiads Revival, France).

Physical Education is an educational process that utilizes the planned systematically planned activities of the Physical Education aims to develop and enhance individuals organically, neuromuscularly, perceptually, cognitively, and emotionally, within the framework of the national education system. In fact, physical education is a very broad field of study. The point of concern is the increase in human motion. More specifically, Penjaskes deals with the relationship between human motion and other educational areas: the relationship of bodily-physical development to the mind and soul. It is the focus on the effect of physical development on the area of growth and the development of other aspects of humans that make it unique. There is no other single field such as physical education that is concerned with total human development.

Physical Education means using physical tools to develop human integrity. In this connection it means that through physical, mental and emotional aspects are also developed, even with a deep enough emphasis. In contrast to other fields, for example moral education, the emphasis is really on moral development, but the physical aspects are not developed, either directly or indirectly. Because the educational results of physical education are not only limited to the benefits of physical or bodily perfection, the definition of Penjaskes does not only refer to the traditional sense of physical activity. We must look at the term physical education in a broader and more abstract field, as a process of shaping the quality of the mind and also the body.

This holistic body-soul approach includes an emphasis on the three educational domains: psychomotor, cognitive, and affective. By borrowing the phrase Robert Gensemer, Penjaskes is termed as the process of creating a "good body for a place of mind or soul." That is, in a good body 'it is also expected' that there is a healthy soul, in line with the old Roman saying: Men get there in corpore sano.

Physical Education and Health is an important part of the education process. That is, the Health Insurance is not just decoration or ornament that is attached to the school program as a tool to keep children busy. But Physical Education is an important part of education. Through the well-directed Physical Education, children will develop skills that are useful for filling leisure time, engaging in activities that are conducive to developing healthy lives, developing socially, and contributing to their physical and mental health.

Although Penjaskes offers children fun, it is not appropriate to say that Penjaskes education is held solely so that children have fun and have fun. If so, it is as if the education of Penjaskes is only a "distraction" subject, has no weight, and has no educational goals. Creativity in the National Education System Law is one of the missions that must be developed in the educational environment for students' readiness in facing the era of global challenges. Craft, Jefyer and Leibling (2007) define creativity as follows: *Creativity is a state of mind in which all of our intelligences are working together.* Creativity is the intelligence of the mind that works together. Involves vision, thinking and innovation. Although often found in creative arts, creativity can be demonstrated in every subject in school or in every aspect of life. Furthermore, creation is defined as the act of creating or the facts or circumstances created. Furthermore Cony Semiawan (2008) explains as follows; Creativity has a range of understandings for individuals and society. In the case of individuals is the ability to overcome problems with regard to human tasks. Whereas at the community level creativity is producing new knowledge, new movements in the arts, cultural change and new social programs in the economic field. The Creativity Theory developed by Guilford (2009) is based on the theory of intelligence in the form of a three-dimensional cube that illustrates the abilities of the human intellect. *Structure of Intellect "models organized these various abilities along three dimensions: content, product, and process.* Guilford explains the structure of three-dimensional intelligence, namely content, products, and processes. Intellectual operations show thinking activities, content is material, and products are the result of a process that is applied to certain content (material). There are five categories of intelligence operations, namely: cognitive, memory, convergent thinking, divergent thinking, and evaluation.

The teacher's creativity in carrying out physical education in sports and recreation is very important to improve the quality and quality of physical education in sports and recreation. Creative teachers tend to show more lively learning conditions and motivate students in learning.

Independence is a situation or position where a person is not attached to any party. Independence can also be interpreted as independence, not tied to any party or organization. Izzlahuzaman (2012: 179) defines independence as free from influence and not controlled by other parties, not dependent on other parties. Independence is essentially the attitude of the mind of someone who has a responsibility, is free to present the results of his examination and

avoid conflicts of interest. Carey in Mautz (1987) defines independence as follows: Confidence in oneself that is found in some professionals. This is part of professional integrity including teachers who study students in physical education and sports. Independence also means that there is honesty in considering facts and there are objective considerations that are impartial in formulating and expressing their opinions.

Based on the expert explanation above it can be concluded that independence is freedom. Freedom to develop, carry out and carry out activities related to increasing learning objectives. Absolute freedom must belong to the teacher in carrying out learning that is relevant to the needs of students. Teachers who are independent tend to look more active and able to manage learning in accordance with the objectives namely; improve the quality of learning.

## RESEARCH METHOD

Method used in this study is a follow-up study of *Research and Development* (R&D) research that has been carried out in Phase 1 research. Research and development phase 1 has been conducted using the Borg and Gall (2007) model with qualitative and quantitative approaches. These development steps are grouped again by researchers into four stages, namely:

**First stage**, Preliminary research is carried out to identify the estimated design needs and development of models to improve the competence of teachers in Physical Sports and Recreation education. This is done by studying the literature about learning models so that the concepts are discovered.

**Second Stage**, Designing and developing a model that consists of a design model, namely: a) conceptual model, b) procedural model, and c) physical model. The procedural model is the development steps with the Borg and Gall model. The physical model is the final form of the model in a conceptual form that is equipped with supporting devices which are; Syllabus, lesson plans, material.

**Stage Three, Model Validation, Evaluation, and Revision**, Formative evaluation stages carried out, namely:

1. Expert validation (expert review) by the Professor.
2. validation of *one to one* (1 - 1),
3. validation of small groups with 10 teachers
- Physical Education 4. Validation of field trials conducted on 24 Physical Education students in the 2018/2019 school year.

**The fourth, step Model Implementation.** Namely by giving a model to users, the physical education teacher 2019/2020 school year. Timing of: (1) preparation for September 2016-February 2017; (2) development of April-May 2018; (3) validation and revision of the June-August 2018 trial; (4) September-November 2018 class trials on Physical Education teachers in Ambon. The instrument used to assess the effectiveness of this model test is a questionnaire and assessment format that *Judge* by experts and in *ujicobakan* on 24 teachers. Data is collected and analyzed by calculating the results of the questionnaire that has been given to the teacher. The process of calculating and processing data is done by *Excel*.

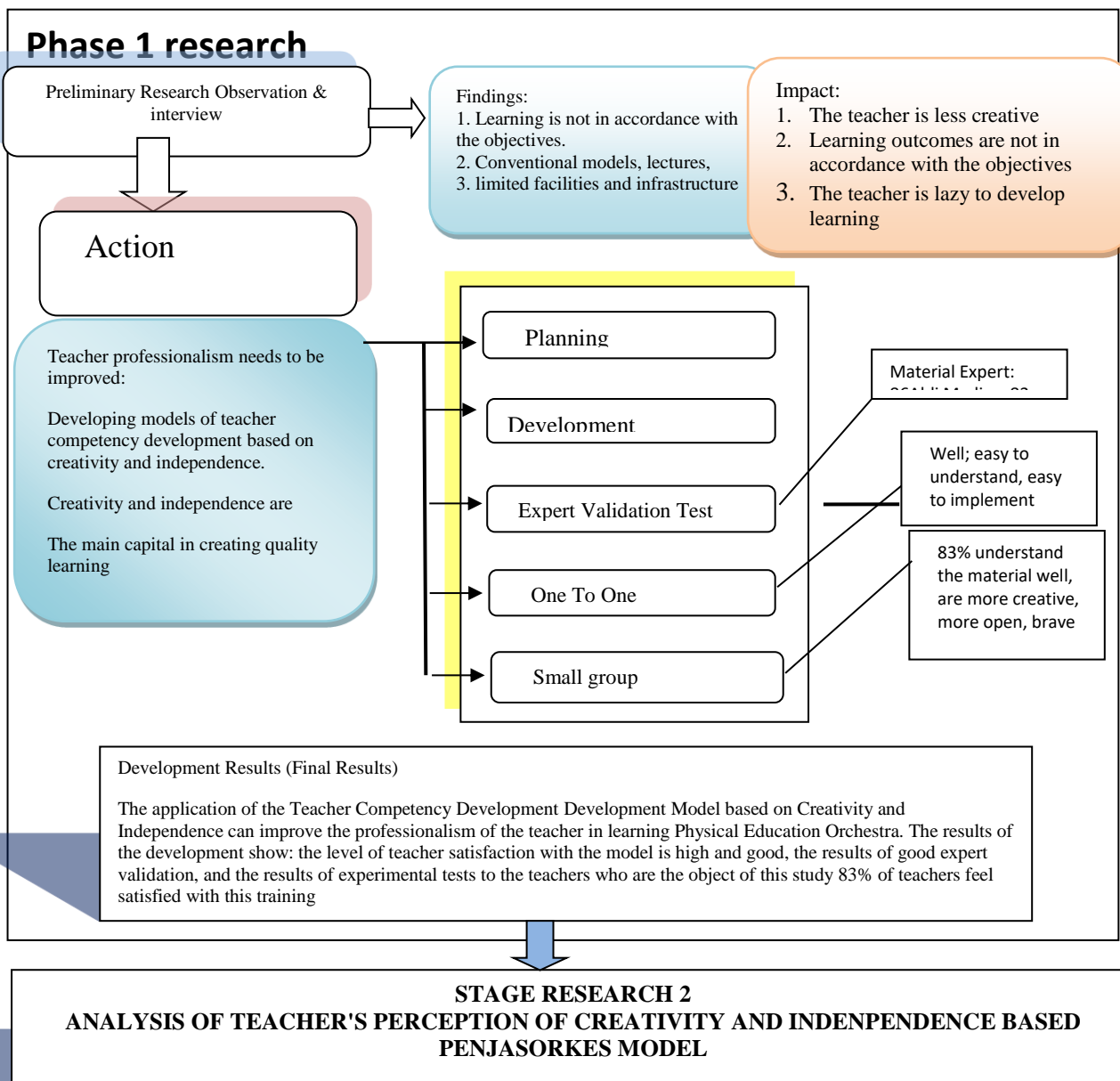
## RESULTS AND DISCUSSION

### 1. Research Results

Initial research results indicate that the implementation of Physical Education learning so far has not been carried out as it should. The limited knowledge, experience, facilities and infrastructure of the teacher have an impact on the learning process. In connection with this, it is necessary to innovate to change learning that is more in accordance with the needs of educators and students, one of which is to develop learning based on creativity and independence.

This research is a follow-up study from the results of previous studies, namely Teacher's Perception of the Creativity and Independent Education Model of Physical Education which was carried out on October 10 to November 15, 2019. The development of teacher competency development models based on creativity and independence has a significant impact on teacher competency . The teacher as one of the spearheads in the implementation of learning must always be creative and innovative to carry out learning in accordance with the needs of students. In accordance with what was stated by Lutan that the education of the National Health Insurance needs to be well developed and mastered by educators. The development of teacher competency development models based on creativity and independence is carried out with the stages of needs analysis, development, application and evaluation. This needs analysis needs to be done as a basis in developing products that are relevant to the needs of teachers and students later. Overall the results of this phase 2 study are as follows:

Based on the results of the questionnaire given to 24 teachers. The teachers sampled in this study were 6 from the main schools. Samples were 6 out of three main schools and 18 teachers from other schools, namely teachers from 2-year-old regular students from 2018/2019. The results obtained from this study are as follows:



## **DISCUSSION**

Discussion of the questionnaire results Based on table 1 illustrates, that the Analysis of Teacher's Perception of the Physical Education Model and Creativity-Based Independency is divided into four indicators, namely Highly Agree (SS), Agree (S), Disagree (TS), Disagree (KS) , and Strongly Disagree (STS). The number of questionnaire questions given to teachers is 30. The number of participants in the sample was 24 teachers from 20 elementary schools in Ambon City.

The results obtained are based on the teacher's answers namely the total score questionnaire indicator; Strongly Agree (SS) as many as 404 or 15 people, Agree (S) as many as 236 as many as 9 people, Disagree (TS) as many as 74 or 2 people, Less Agree (KS) as many as 6 or 1, and Strongly Disagree (STS) as many as 0.

From these results it can be concluded, that in essence physical and health physical education teachers in Ambon City agree that the physical education model based on creativity and independence can be used in primary schools to help with the implementation of physical education learning problems, with the following description.

1. More than some teachers stated that the learning model based on independent and creativity can help teachers in facilitating the process and delivery of Physical Education learning materials,
2. The teacher is more focused in developing ideas and directed to be more creative in developing learning materials,
3. The teacher feels have more freedom in carrying out learning,
4. Teachers have more responsibility, are free to present learning material,
5. Teachers are better able to overcome problems in the process of learning students,
6. whereas at the level of creativity the teacher is to produce scientific development, new movements in the field of education physical, changing character and being responsive in solving student learning problems. Overall conclusions from the results of the questionnaire and the discussion above, it turns out that in essence the physical and physical education teacher is limited in knowledge, experience, limited facilities and infrastructure, and learning resources in physical education in elementary schools require an innovation to change and improve the process and learning outcomes physical education. caused by facilities and infrastructure that have not been evenly distributed in each school. Furthermore, the second conclusion concluded that by innovating by making physical education learning models based on creativity and independence greatly assist teachers in solving problems of achieving learning goals and helping students to improve student learning achievement.

## **CONCLUSION**

Based on the description above, in this study it can be concluded that:

1. More than a few teachers stated that the learning model based on independence and creativity can help teachers in facilitating the process and delivery of Physical Education learning materials.
2. The teacher is more focused in developing ideas and directed to be more creative in developing learning materials.
3. The teacher feels more freedom in carrying out learning.
4. Teachers have more responsibility, are free to present learning material.
5. The teacher is better able to overcome problems in the process of learning students.
6. Whereas the level of creativity of the teacher is to produce scientific development, new movements in the field of physical education, change in character and be responsive in solving student learning problems.

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