

Elementary Physical Education Teachers' Profile and Perception of The Mini Volley Ball Learning Model

Yuyun Ari Wibowo^{1,*}, Sugiyanto Sugiyanto¹, Agus Kristiyanto¹, Slamet Riyadi¹

¹ Faculty of Sport Sciences, Sebelas Maret University, Central Java, Indonesia

*Corresponding author. Email: yuyun_ariwibowo@uny.ac.id

ABSTRACT

This study had two objectives. The first objective was to identify the profile of Elementary Physical Education teachers including age, teaching experience, teaching certification, formal education, training or courses that have been attended, and ownership of reference books about mini volleyball games. The second objective was to analyze the perception of Elementary Physical Education teachers of the mini volleyball learning model. This study applied a survey method by conducting direct interviews with Elementary Physical Education teachers. This study was conducted in September. The subjects in this study consisted of 42 Elementary Physical Education teachers. The findings of the study showed that (1) the Elementary Physical Education teachers' profile was described as follows: (a) the age of the teachers ranged from 23 to 58 years old, (b) teaching experience varied from a minimum of 3 months and a maximum of 37 years, (c) 65% of the teachers were certified teachers, while 35% of the teachers were not certified, (d) 85% of the teachers had a bachelor's degree while 15% of the teachers had a master's degree, and (e) 55% of the teachers had participated in mini volleyball game training. (2) The implementation of mini volleyball learning in elementary schools was as follows: (a) the implementation of volleyball learning was classified as good, even though the teachers' ownership of reference books was very low, only reaching 12.5%. The strengths and weaknesses of the current learning process indicated the need for an appropriate learning model of mini volleyball learning for upper-grade students of elementary schools (b) The TGfU learning model had been recognized and comprehend by the Elementary Physical Education teachers, only 25% of the teachers were not familiar with the TGfU learning model (c) the teachers suggested the development of a mini volleyball learning model based on TGfU to improve the students' knowledge and skills.

Keywords: *profile, perception, elementary physical education teacher, mini volleyball learning*

1. INTRODUCTION

Education contributes to developing a person's maturity. Education is the foundation of life that must be properly established. Education is, in general, a process of knowledge, affective, and psychomotor learning. It is a strategy of transferring knowledge down from generation to generation. Education is provided in both formal and informal settings. Formal education is a type of structured and tiered education in schools under government supervision. Formal education has levels of education from primary education, secondary education, to higher education. Non-formal education is an organized educational program outside of formal schooling that can be completed in certain stages. Non-formal education is a form of education that aims to replace, add, and complement formal education. To meet learning

objectives, education will use the learning process as a spearhead. Sport, Health, and Physical Education is one of the most distinctive subjects since the learning objectives are achieved through physical activity and sports.

According to Law no. 14 of 2005 concerning Teachers and Lecturers article 10 paragraph 1, professional teachers should have the following competencies: (1) pedagogic competence, (2) personality competence, (3) social competence, and (4) professional competence. It is crucial to identify the profile of Physical Education (PE) teachers since it will demonstrate their capacity to fulfill their responsibilities as a teacher. The profile of PE teachers can be observed from: (a) age, (b) teaching experience, (c) teacher certification, (d) formal education, (e)

training or courses, and (d) ownership of reference books.

UNESCO in the International Charter of Physical Education and Sport defines physical education as a process of educating a person as an individual or member of the community carried out consciously and systematically through various physical activities for physical abilities and skills improvement, intellectual growth, and character formation [1]. Sport, Health, and Physical Education learning has specific characteristics adapted to the growth and development of children. It is interesting and enjoyable learning. Students are engaged and challenged by the learning process, which will eventually lead to them enjoying the activities.

Volleyball is a performance-oriented sport that requires movement skills [2]. Volleyball games require movement skills such as stepping, falling, balancing, and jumping. Basic volleyball movements are sliding and running [3]. The basic technical skills of playing volleyball are how to play efficiently and effectively under the game rules to achieve optimal results [4]. While the volleyball game is a team sport in which each team's area is separated by a net [5]. Hiroshi Toyoda (2008: 12-13) explained the steps to learn mini volleyball games including: (1) The first step is to teach children to catch the ball with volleyball game techniques. (2) The second is to teach low volleyball passing, one-handed passing, high volleyball passing, and serve through throwing and catching exercises. (3) The third step is to teach children the basics of passing and hitting the ball (spike) along with the float serve and to teach three stages, namely pass, set, and spike. (4) The fourth step is to teach children with digging, block, and serve. (5) The fifth or final step is to give leadership games and volleyball drills, also include formations and tactics with elements of confrontation [6].

The PE teacher's perception of learning mini volleyball games in elementary schools will be the starting point in the success of the learning process. The objectives of this study were (1) to analyze Elementary Physical Education teachers' perception of the implementation of volleyball game learning, and (2) to examine the Elementary Physical Education teachers' perception of the TGfU learning model, and (3) to explore the Elementary Physical Education teachers' perception of the development of the TGfU-based mini volleyball learning model.

2. METHODS

A qualitative descriptive method was applied in this study. A survey method with direct interviews with Elementary Physical Education instructors was used as part of the research approach. This study was completed in October of 2021. A total of 40

elementary physical education teachers participated in this study.

3. RESULTS

The results of the interview were acquired from a total of 40 respondents, all of whom were Elementary Physical Education teachers in the Special Region of Yogyakarta. All of the participants agreed to be questioned about the Physical Education teachers' profile and perception of mini volleyball game learning in elementary schools. The following are the results of the interviews:

Physical Education Teacher Profile : (1) The age of the teachers ranged from 23 to 58 years old, (2) The teachers' experience varied greatly, with the shortest being 3 months and the longest being 37 years 7 months.

Table 1. Teaching Experience or Years of Service of the PE Teachers

Period	Percentage
1 to 5 years	40 %
6 to 10 years	35%
More than 10 years	25 %

(3) 65% of the PE teachers were certified teachers, while 35% were not certified, (4) 85% of the PE teachers had a bachelor's degree and 15% of the PE teachers had a master's degree, (5) 22 PE teachers took part in mini volleyball learning training, 14 PE teachers participated in mini volleyball game training, 10 PE teachers participated in volleyball game training, and 2 PE teachers learned volleyball games while still in college.

Table 2. Physical Education Teachers who participate in training and courses related to mini volleyball game learning

Training and courses	Number of teachers
Mini volleyball learning training	22
Mini volleyball game training	14
Volleyball game training	10
Learning while in college	2

Implementation of mini volleyball learning

1. Implementation of Mini Volleyball Game Learning in Elementary Schools

Based on the results of interviews with PE teachers, it was revealed that: (a) 12.5% of PE teachers had reference books and 87.5% of PE teachers did not have references related to mini volleyball learning. (b) the learning methods used by the PE teachers were lecture, demonstration, drill, discussion, and tactical

game approaches. PE teachers mostly used demonstration and drill methods in teaching mini volleyball games. (c) The learning models used to teach the mini volleyball game were cooperative learning, direct learning, to TGfU. Two teachers implemented the TGfU model (d) 75% of PE teachers stated that the mini-volleyball learning model used to teach upper-grade students had been able to develop the students' cognitive, affective, and psychomotor aspects, (e) 90% of PE teachers stated that the mini-volleyball learning model could be conducted easily by students, (f) 15% of PE teachers stated that the mini volleyball learning model provided encouraged the students to be active in learning, (g) The learning objectives of mini volleyball games included: mastery of the mini volleyball game, basic techniques, students move actively and students become players who represent the district. (h) The learning model that had been carried out by the PE teacher had advantages and disadvantages. The advantage was that it helped students to be more active and interested in learning, thus the mini volleyball game was easy to comprehend. Meanwhile, the disadvantages included the students' boredom, insufficient facilities and infrastructure, and lack of cognitive learning.

2. TGfU Learning Model

Based on the results of interviews with the PE teachers, the data showed that: (a) Most of the PE teachers were familiar with the TGfU learning model. There were 75% of teachers who knew about the TGfU learning model. (b) There were 20% of PJOK teachers who did not know how to learn TGfU steps. (c) 75% of PJOK teachers knew the principles of TGfU learning, (d) 75% of teachers believed that the TGfU learning model could increase students' knowledge. (e) 80% of the PE teachers believed that the TGfU learning model could improve students' skills, (f) 95% of PE teachers did not have a manual on the TGfU learning model, (g) 45% of PE teachers had previously taught with the TGfU learning model.

3. Development of the TGfU-based Mini Volleyball Learning Model to improve the knowledge and skills of upper-grade students in Elementary schools.

Based on the results of interviews with the PE teachers, it was concluded that: (a) 97.5% of the PE teachers agreed to implement TGfU-based mini volleyball learning model which was predicted to be able to improve the knowledge and technical skills of upper-grade students in elementary schools. (b) 97.5% of the PE teachers were willing to use and implement the TGfU-based mini volleyball learning model to improve the knowledge and technical skills of upper-grade students in elementary schools in mini volleyball learning. (c) the PE teachers provided input,

suggestions, and considerations including the learning model that should be made with several types of games that could be practiced in the classroom. TGfU learning should be able to be implemented in schools with limited infrastructure. The delivery of materials should use language that was easy to understand. The TGfU learning model could be organized as attractive as possible and easy for students to understand. It could be applied in a narrow field. An assessment process and guidebook should be provided.

Based on the findings, the profile and perceptions of PE teachers on mini volleyball learning in elementary schools will be discussed from each section. The discussions are as follows:

A. Elementary Physical Education Teacher Profile

1. Age

The age of the PE teachers was above 23 years old so that in general it indicated that the PE teachers were classified as ready to teach, furthermore, teachers should be mature in terms of teaching. Teachers with the age above 23 years old must have gained a lot of teaching experience. The age of the youngest PE teachers was 23 years and the oldest was 58 years which was a productive age to work thus the PE teachers were certainly able to adapt to technology where all forms of books, journals could be accessed easily.

2. Teaching experience

Teaching experience is one of the elements to success in the classroom. Teachers gain more experience as they teach for longer periods. There were PE teachers that have decades of teaching experience. However, 40% of teachers had less than 5 years of experience, indicating that these PE teachers were still inexperienced in teaching.

3. Teacher Certification

One of the certifications for teachers is the provision of educator certificates. An educator certificate proves that the person is a professional teacher. To obtain an educator certificate, teachers have to meet several criteria and attend training. Teacher certification has the aim of improving the quality of education in Indonesia, increasing teacher professionalism, and improving the quality of teachers as learning agents. The results of interviews with the PE teachers showed that 35% of the teachers did not have educator certificates and 65% of the teachers had educator certificates. The fact that 65% of the PE teachers were certified teachers implied that they were competent and professional teachers.

4. Formal education

Formal education is education that must be completed by someone to be able to work as a teacher. The requirement of PE teachers is currently at least holding a bachelor's degree, although, in the past, the requirements to teach Physical Education in elementary schools is Associate Degree. The results of interviews revealed that the formal education of the PE teachers was 85% with bachelor's degree and 15% with master's degree. 85% of teachers were bachelor's degree graduates, indicating that overall PE teachers had taken higher education and met the requirements as teachers in elementary schools.

5. Training or courses

The PE teachers will gain competency through training or courses related to mini volleyball learning. The results of interviews showed that 22 PE teachers had attended mini volleyball learning training, 14 PE teachers had participated in mini volleyball game training, 10 PE teachers learned volleyball game training and, 2 PE teachers learned while being a student in college. According to the findings of interviews with the PE teachers, they had attended training or courses relevant to volleyball games, indicating that they have sufficient knowledge of this sport.

B. Perception of Elementary Physical Education Teachers

1. Implementation of Volleyball Game Learning

Learning volleyball games is considered a success if it meets several criteria including the learning process is actively followed by students, students are enthusiastic in the learning process, students are happy in the learning process, students ask to repeat the learning, and students can achieve the learning objectives. There are still other criteria that determine the success of a learning process. Based on the results of interviews with the PE teachers, it was found that 12.5% of teachers had reference books and 87.5% of teachers did not have references related to mini volleyball learning. This showed that the PE teachers who had references to learning volleyball games were relatively few. Thus, the learning process was from a transfer of knowledge from teachers' knowledge in college or attending training and courses not from development after reading references. The results of the next interview found out that current learning methods used by the PE teachers included lecture, demonstration, drill, discussion methods, and tactical game approaches. The PE teachers mostly used demonstration and drill methods in teaching mini volleyball games. The demonstration method was the most widely used because it was practical and the PE teacher masters the game skills.

The learning models used to teach the mini volleyball game range from cooperative learning,

direct learning, to TGfU. Two PE teachers taught using the TGfU model. This showed that PE teachers were very varied in using the learning models when teaching mini volleyball games in elementary schools. 75% of the PE teachers stated that the learning model that had been used to teach upper-grade students had been able to develop cognitive, affective, and psychomotor aspects. The PE teachers stated the existing learning models had developed cognitive, affective, and psychomotor aspects indicated that the model was appropriate. 90% of the PE teachers explained that the mini volleyball learning model that had been taught so far could be followed easily by students, This showed that the volleyball game was quite popular among students, because playing volleyball needs the development of additional skills. 15% of the PE teachers stated that the mini volleyball learning model provided so far has made students active in learning. The learning objectives of learning volleyball games according to the PE teachers include the students who understand mini volleyball games, master basic techniques of mini volleyball, move actively, and become volleyball players who represent the district.

The learning models that have been carried out by the PE teachers had several advantages and disadvantages. The advantage was that it encouraged students to be active and motivated in learning so that it is easy to understand mini volleyball games. Meanwhile, the disadvantages of the current learning models were students' boredom, insufficient facilities and infrastructure, and lack of cognitive learning.

2. Elementary Physical Education teachers' perception of the TGfU learning model

The results of interviews with PE teachers showed that (a) most of the PE teachers were familiar with the TGfU learning model. There were 75% of teachers who knew about the TGfU learning model. This indicated that the PE teachers were already familiar with the TGfU model (b) There were 20% of PE teachers who did not know how to perform TGfU learning steps. Where the learning steps or syntax of TGfU are games, questions, practice or drill, and games. (c) 75% of the PE teachers knew the principles of TGfU learning. According to Slade (2009: x), the TGfU learning model encourages students to follow the principles of games, game appreciation, tactical awareness, reward decision making, skill execution, and performance to discover tactics to some extent and techniques for themselves. The principle of learning in TGfU has 6 stages and starts from the game form, game appreciation, tactical awareness, decision making, skill execution, and performance. There were 75% of teachers who believed that the TGfU learning model could increase students' knowledge. The learning process with TGfU involved cognitive elements so that teachers believed the knowledge of

students would increase (e) 80% of PE teachers believed the TGfU learning model could improve students' skills because in the TGfU model there was drilling to overcome problems so it was possible to improve skills. (f) 95% of PE teachers did not have a manual on the TGfU learning model, indicating that PE teachers understand TGfU from the lecture or training. (g) 45% of the PE teachers had previously taught with the TGfU learning model which meant that the TGfU model was already familiar.

3. Physical Education Teachers' Perceptions of the Development of a Mini Volleyball Learning Model based on TgfU

The results of interviews with PE teachers reported that: (a) 97.5% of PE teachers agreed if a TGfU-based mini volleyball learning model was developed to improve the knowledge and technical skills of upper-grade students in elementary schools. This demonstrated that the development of the TGfU-based mini volleyball learning model to enhance knowledge and abilities solved the problem of PE teachers who need an active, happy, challenging learning model to develop cognitive and psychomotor components simultaneously. (b) 97.5% of the PE teachers were willing to use and implement the TGfU-based mini volleyball learning model which was predicted to be able to improve the knowledge and technical skills of upper-grade students in elementary schools. The PE teachers' willingness to use the learning model showed that the learning model was in accordance with the real conditions of the students (c) The PE teachers suggested that learning models were made with several types of games that can be practiced in the classroom. TGfU learning model could be implemented for schools with limited infrastructure. The delivery of materials should use language that was easy to understand. An overview of the procedure

should be provided. The learning model was designed as attractive as possible, easy to understand, and could be applied in a narrow field. An assessment process and guidebook should be provided for the students. Suggestions and inputs from the PE teachers were used as indicators of achievement in developing a TGfU-based mini volleyball learning model to improve students' knowledge and skills.

4. CONCLUSION

A Physical Education (PE) teacher needs to possess four skills to effectively teach mini volleyball games. The learning of mini volleyball games, in general, had been conveyed well by the PE teachers. The PE teachers also mastered the learning steps and learning principles of the TGfU model. The PE teacher considered that there was a need to develop a TGfU-based volleyball game learning model to improve the knowledge and skills of upper-grade students in elementary schools.

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