DEVELOPING PROFESSIONAL DEVELOPMENT MODEL FOR PHYSICAL EDUCATION, SPORTS, AND HEALTH PRIMARY SCHOOL TEACHERS IN LEARNING ORGANIZING

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Abstract

This research aimed at developing and assessing the validity of professionalism coaching model for Physical Education, Sports, and Health (PESH) primary school teachers in conducting lesson. The development method was used to succeed the research. The created prototype models were in forms of three coaching device documents: coaching module, module administration guidance, monitoring guidance, and coaching evaluation. Upon passing expert review, usability test, and pilot assessment, this model had been attested valid, practical, and effective for further being applied as coaching model to build up the professionalism of PESH teachers in conducting lesson.

Keywords: professional Development Model, PESH Teacher, Learning Organizing.

Teachers were predominant components to determine the education success. Education quality is in line with teachers’ quality (Kaur, 2017). Teachers’ position was strategic in administering education to put up students’ human quality. Qualified people were those having developed all of their potencies: physical potency, mentality, intelligence, morality, social, and spirituality. The variety of students’ potencies could be optimized over various struggles, one of them was human movement. By moving, all of students’ latent potencies could be worked up. The most relevant discipline was Physical Education, Sports, and Health (PESH). PESH was a pedagogical interaction using movement as its approach. Teacher-student interaction in doing movement was set out to attain the objective of education (Hardman, 2011; Chandler, 2007; Kirk, 2010).

As an educator, PESH teacher was called for being able to run their duties professionally. The rise of teacher competence test’ minimum standard and the dynamics in education problems progressively more complex were the triggers of teachers to continuously be on the mend of their competences. The success to perform their duties as PESH teachers could be continuously attained through self-development and joining coaching programs (Jordan, 2006). Teacher coaching was necessitated to obtain high standard (Creemers, 2013), while National Research Council (2007) argued, “teacher requires coaching to gain more information, knowledge, and new technology to assist their professionalism”.

Objective fact showed that PESH teachers had yet to showcase their very best performances (Mu’arifin, 2011; Carrie, 2008; Chen, 2007). This finding was later supported by the interview with the principles of those PESH teachers: “PESH Teachers feel at ease with their current states, have yet to feel the need to adjust with the development of knowledge; coaching is deemed as sheerly ditching their duties, not as a continuous developing activities; PESH teachers are stereotyped as ones who are concerned more with muscles than brain; longer working period does not go in line with working performance, as they only repeat the same things from year-to-year; there is a prejudice in PESH discipline, the learning, thus, is carried out ineffectively”.

Need analyses resulted in some facts 1) PESH primary school teachers had taken in various coaching activities, yet the coaching models had yet to be on the same page as the needs. Those effected on teachers’ difficulties in implementing the coaching results in their school practice; 2)
teachers aspired to have a relevant coaching model catering the traits of the discipline and the personal traits of PESH primary school teachers; 3) the lack of ability to carry through the lesson became an urgent issues. Those findins were affirmed by the statement of Reimers (2003): “teacher’ professional development in the late years using new model/ paradigm, formerly it used short course programs unrelated with teacher’ duties”

The observation of some coaching forum showed that PESH primary school teachers were less capable in bringing off various learning modes maximizing the potencies of students; in carrying through the lessons, the did not look up at the curriculum, and the lesson was focused on the mastery of one particular sports branch only. On the other hand, Husain, dkk. (2015) argued “PESH is highly favored by students, that’s why teacher is urged to build up their teaching qualities, and suggested to reinforce their professionalism”.

The most relevant professional coaching for working teachers was in-service training (Altuk, 2012; Vasiladou, 2009). Chen (2007) claimed “PESH teachers are less capable in overcoming learning problems, they need to collaborate”. This statement was strengthened by the studies of Bell (2005), Armour (2007), Levine (2010), and Moolenar (2012). Collaboration was a teacher-working-group (TWG)-centric community development. Patahuddin (2009), explicat five characteristics on effective teacher profession development; “continuity (K-1), collaborative (K-2), students’ needs-oriented (K3), considering teacher’ personal traits and the contexts (K4), and subject matter mastery and learning strategy focused (K5)”

Continuous coaching was identical with the program of continuing professional development (CPD), a coaching program designed to build up students’ performance when they were still active (Day, 2004). Continuous coaching was compulsory for PESH teachers (Feiman, 2001). Besides, empirical evidences prove that teachers’ coaching activities could be more effective had they set teachers as actively participating subjects (Boyle, 2005; Levine, 2010; Runhaar, 2010; Moolenaaar, 2012; Leonard, 2010; Red, 2002; dan Neil, 2006). In sum, with regards to Sergiovanni (2005): “teachers ought to be involved in all intellectual aspects of their duties, expanding circles, building capacity, and mingling with his professional community”.

Teacher development program needed to be set up systematically. In assent with Kirkpatric (2006), in designing a development program, it is imperative to always be procedural: “deciding needs, determining objective(s), deciding materials, selecting participants, making schedules, deciding facilities/infrastructures/tools/ media, designing money program”. Semadeni (2009) used the term fusion as a systematic approach in developing teachers. There were three main elements in fusion, time, motivational system, and teacher leadership. When there was a fusion, there would be big energy for education improvement

Teacher development was literally a supervising act, a help to review what had been performed, and the process of change, thus a wider sight of practice could be obtained (Hay, 2007; Sergiovanni, 1993). In compliance with Marzano (2011) to eventually build up teachers’ pedagogical skills, signified with the increment of students’ performance. To refine the effectiveness of help, teacher coaching model was adjusted with the discipline traits and PESH teachers themselves. Teachers were heterogeneous, both in regards with their traits and their disciplines (Luneberg, 2014). The study of La Vine (2015) reported “ professional development set out for PESH teachers, makes teachers to be eager in taking in change process”.

PESH characteristics were to educate students over human movement. The most dominant material in PESH was moving. PESH teachers spent most of their teaching time at field with students to construct pedagogical interaction based on physical movements. This situation brought about teachers to favor practical matters. As a “field person”, teachers wished to have less theory in coaching model, completed with representative-pragmatic modules/ materials, and some discussions on compulsory concepts having some real examples.
The merge of theoretical reviews and PESH primary school teachers came to conclusion: 1) past professional developments had yet to fit with the needs of teachers, 2) the development of professionalism coaching model taking into account PESH teachers’ traits were to be urgently carried through. 3) the developed models were expected to have been authenticated in terms of validity, practicality, and effectiveness to reinforce PESH primary school teachers in conducting lessons.

**METHOD**

This research used research and development design. The carrying out procedures were underpinned on the synthesis of some verified development researches of Thiagarajan (1974), Plomp model (2009), ADDIE model (Branch, 2009), and Borg and Gall model (1989). In developing model, there were three general steps: problem identification, model development steps, and model testing step. The testing was performed to assess the validity, practicality, and model effectiveness. Problem identification involved 50 PESH teachers in Sub-district Pagak. The validity test took in two experts (one physical education experts and one learning supervision experts), model practicality test involved one school principles, model effectiveness test was reviewed in terms of process and result. The design of model effectiveness test used action research (Kemmis, 2014). The testing process was performed to assess the performance of the facilitator, coaching participant performance, and assessment, responses, and suggestions on the coaching. The review test was used to assess the performance of the participants in completing the practice questions and the written test in early and final coaching. Data analyses used descriptive analysis, mean differences test analysis, and qualitative analysis.

**RESULT**

The results of this development were in forms of three coaching documents: coaching module coaching administration guidance, as well as monitoring and evaluation guidance (monev). The coaching module comprised of three materials: introductory coaching model (MP2), lesson plan coaching model (MP3), as well as lesson assessment and implementation coaching model (MP4). Coaching guidance explicated the general description of coaching model, competence/ objectives, guidance materials, used modes, coaching syntax, and monev coaching. Monev coaching covered the discussion of comprehension, procedure, and monev instruments.

The expert review inferred that the model quality in this category was fine and proper to use, while for improvement suggestions were more on the appropriateness on term uses, layout design, and substance additions. In practicality test, model was deemed very fine and applicable. In regards with the written notes, coaching model documents could be said clear and comprehensive in term of exposure, as well as very beneficial for teachers. The result of the interview drew similar conclusion, the model was proper to use and decent in term of clarity, interesting, and appealing.

Model effectiveness test required thirteen meetings to perform the coaching model. Action research design was carried through to identify the effectiveness of the model. In planning stage, syntax conceptualization in the guidance was used. During implementation stage, the facilitators guided the coaching in assent with the syntax, social system and reaction principle. In addition, coaching participants ran their activities in assent with the procedures on the modules.

During the carrying out of the process, observation was done to test the performances of facilitators and coaching participants. The observation displayed that the performance of facilitators were good. The observation on the participant performance in term of individual participation at raising question, answering question, and speaking out their thoughts fell in low category, yet on the teamwork category, it was deemed good. Overall, the participants rated good on the carrying out of the model.
On the reflection stage, the measurement on the students’ passing in comprehending coaching materials was brought off. Initially, material comprehension level had yet to attain 100%. Supervision action was performed to solve the problem. Discussion was used to identify the problem faced by students, the fellow supervision was carried through to solve that problem. By that action, the comprehension on the material could hit 100%.

To complete the reflection material, assessment data collection was done, it covered comments and responses on the coaching execution. Students generally rated good on the execution of the coaching. The responses of the participants on the carrying out of the coaching were generally positive, participants got the benefits and the coaching process could bring about students to be more independent and fully responsible. The result of the interview strengthened the previous conclusion. Meanwhile, the suggestions mostly expected this model to be continuously used for teachers’ coaching. In view of the reflection result, it could be inferred that in one cycle, this action could build up students; ability in learning coaching material, the process, hence, could be proceeded to the next material.

In MP4 material, apart from review and workshop, lesson study (LS) practice was also carried through. LS activities separated students in two roles: as practitioner (teacher) and observer. LS was performed to practice lesson plans in the real learning situation. Then, observation was brought off in means of learning reflection need. Observation was carried out in groups with the help of five instruments. From the observation on LS, it could be inferred that the learning quality could be built up.

The coaching effectiveness was reviewed in term of its result assessed from the comparison of pre-coaching and post coaching written test score. Using mean difference test resulted in: 1) professionalism coaching model implementation effected significantly on the cognitive skills of PES teachers in Batu Town, 2) professionalism coaching model implementation significantly affected on the cognitive skill of PES primary teacher in Pasuruan Regency, 3) Overall, professionalism coaching model implementation significantly effected on the cognitive skill of PES primary school teachers in Batu Town and Pasuruan Regency, 4) there were significant differences on the teacher cognitive skill of PES primary schoolteachers in Batu Town and in Pasuruan Regency owing to the administration of professionalism coaching model.

**DISCUSSION**

The demand of professionalism coaching model for PESH primary school teachers was an urgent issue to solve. The coaching model that PESH primary school teachers attended was thought to be lacking in building up professionalism in conducting lessons. Accordingly, PES primary school teachers were unable to perform maximally.

This research’ develop model was adjusted with the subject matters’ characteristics and PESH primary school teachers themselves. By synthesizing the procedures of several existing research models, the used procedures were: carrying through need analysis, identifying aspirative model, undertaking theoretical review, developing prototype, having expert review, carrying through usability test, doing pilot assessment, and creating final product. The fundament of the development research was to create and authenticate products, in line with Borg and Gall (1989): “educational research and development is a process used to develop and validate educational product”.

In general, coaching devices inherently explicated coaching objectives, must-be-learned materials to attain the objectives, learning experiences as to what students are to bring off to effectively reach the objectives (strategy/method), and how to monitor and evaluate the success of the coaching. With regards to those matters, the developed coaching models were in forms of three coaching instruments: coaching modules, coaching implementation guidance, and money guidance.
Coaching module was a coaching instrument containing coaching substances/materials. The format of the material was compiled in a module to ease teachers in studying, comprehending, and practicing the existing concepts independently. Module characteristics were self-instruction, self-contained, stand alone, adaptive, and user friendly (Daryanto, 2013).

The coaching administration guidance was grounded on the model of Joyce & Weil (2015), it orderly contained general description, coaching administration assortment, objectives, materials, method, subjects, schedule, syntax, social system, reaction principle, supporting system, impacts, and continuous coaching. General description entirely portrayed about the model, it, hence, was expected to provide thorough comprehension on the coaching model profile; coaching flow described the order of activities performed to administer the model; objective was the desired competence formulation to administer the model; material contained all-need-to-learn substances in coaching model, MP2, MP3, and MP4; method was the steps that the subjects did to run coaching model; subjects were the involved stakeholders to perform coaching model; schedule was the detailed activities’ content, and time allotment; syntax was the entire steps to run the coaching model; social system was understood as the norms regulating the roles and the relationship of coaching participants; reaction principle was facilitators’ ways in responding and treating coaching participants; supporting system was the overall infrastructures to execute the administration of coaching model; impact was the result/effect/influence of the coaching on participants; continuity was an attempt to continuously run the model.

Monev guidance was a coaching instrument to identify the effectiveness of coaching administration. Monitoring was an activity set out to identify whether the coaching administration had already been in line with its plans, relevant problems, the offered solutions. Evaluation, on the other hand, was an activity to review whether the carrying out of the coaching had attained the objectives or not. In monev guidance, it discussed as to the understanding of monev, objective, executor, procedure, and instrument.

The process to bring off coaching model was initially got under way through running MP2. The activity was theoretical review as to professional concept, PESH concepts, and learning concept. This material became the base in performing MP3. MP3 contained theoretical review of LP concept and workshop to design LP whose results were applied for learning practice on MP4. In MP4, theoretical review as to the learning administration and assessment was carried through. Learning assessment covered the assessing process and students’ learning result, and learning implementation assessment (reflection) using lesson study.

The ability to review was an urgent need for PESH primary school teachers. This need was based on the stereotype that PESH teachers were “field person”, teachers who were used to doing field practices, teachers spending most of their time teaching at field. This circumstance effected on PESH teachers tending to miss any activities enhancing theoretical-cognitive abilities. To get over that issue, in administering the coaching, there were always tasks to read modules and note the difficult terms. By this task, PESH teachers were expected to be worked out and used to doing text review, as one of the substantial activities in enhancing rationality. Logical skill was required in response to many problems faced, like what had been claimed by La Vine (2015): “Legitimacy, marginalization, and isolation continue to hinder the physical educators quest for continuous professional development”. PESH teachers required struggle to claim legitimacy in regards with the fact that PESH teachers were oftenly given up or misinterpreted as a less significant subject, and only meant for muscle development.

This model used a method ensuring the formation of collaboration, an ability to actively work in a team in friendly ambience. As for teachers, collaborating brought many positive advantages (Bell, 2005; Wiyono, 2014; Armour dan Yelling, 2007). Friendly collaboration opened an opportunity for teachers to be active and productive in intensifying inter-learning teamwork and sharing experience. By running workshop and lesson study practice, coaching could be more effective as it placed
teachers as the center of activity. Over the coaching period, all teachers’ potencies were activated by facilitating and motivating them. Active learning was a very effective learning model to put up teachers’ abilities (Leonard, 2010). In active learning, the coaching participants were provided with plenty of opportunities to raise questions, discuss, carry out observation, emphasize on exchanging experience and learning from experience, explore various independent and team-based problem solving alternates, and emphasize on the practices to try out the results of theoretical reviews.

In term of result, coaching had given significant influences on the rise of PESH primary school teachers’ cognitive skills. Over running a string of learning experience during coaching, teachers were worked out to review, work out, and immerse. Review was a vessel to reinforce intelligence competence, training was an attempt to increment skills in wrapping up productive tasks, immersion focused more on affection/ attitude development. The combination of those three made a depiction of professional teacher.

The change happening to teachers prior to and upon joining the coaching model was expected to always carry on and was able to effect on the increase of working qualities at each respective schools. Ideal coaching evaluation was not restrained only on the direct impact upon finishing coaching program, yet could further detect teacher productivity level bringing about on the schools’ qualities. That matter was in line with evaluation model of Kirkpatrick (2006) describing four levels in evaluating coaching programs “Level 1: Reaction, Level 2: Learning, Level 3: Behavior, and Level 4: Results”. Four of those levels showed a string of continuous evaluation. In this research, participants’ performance evaluation was stuck on level two. This limitation was a consequence of the time limit that the researcher had, and the professional responsibility allocation from education institution and teacher community forum. Those two institutions were expected to carry through the evaluation up to level 4.

Understanding the complexity in developing and authenticating the model, the running of this research ran into some problems. Few matters that had yet to meet the expectation to run this coaching model; 1) the loss of coaching participants, from 50 teachers decreased to only 42 teachers, 2) there were still some participants who were yet to work on individual tasks (particularly designing LP, 3) Above 50-year-old participants took part only as motivators for younger participants and had yet to perform maximum performance in doing their tasks, 4) the involvement of school principles and inspectors during the coaching process were yet to be intensive, limited only to monitor, had yet to be actively involved, 5) Coaching schedule and geographical conditions in the coaching area were the hindrances could lower motivation and coaching participants duration, 6) the result of main written test had been fulfilling and optimum, but had yet to showcase achievement or maximum score.

Effective coaching had an ability to incentivize students to change. The change took in knowledge field, ability, and attitudes that the students formerly had had yet to possess (Dick dan Carey, 2015). The effort to make teacher become a dynamic figure had been tried out in this coaching through the provision of module, the selection of intensifying method, and the application of mutual learning approach. The model developed in this research had some strengths; 1) developed in views of teachers’ aspirations and necessities, 2) containing complete substances, starting from planning, execution, and learning assessment, 3) equipped with representative document instruments, and 4) using multidisciplinary approaches, PESH science discipline, learning, instructional design, and supervision.

The expected change happening in the participants were the formation of consciences in : 1) being PESH teacher was noble, significant, and strategic, 2) At that moment, the performance of PESH teachers had had yet to show professionalism in organizing the learning, 3) There were still many issues faced by PESH primary school teachers in administering the lesson, and it was imperative to be solved, 4) The professional needs of PESH teachers were similar to the classroom teacher or other subject teachers, and 4) continuity to develop selves were the needs of all teachers.
For the sake of scientific-academic means, it was suggested to replicate this research in wider spectrum, or focus on model development only on one learning organizing phase. For practical need, education institutions ought to disseminate this model to another area; KKG forum needed to run this coaching model to get over the same problem, or other problems related to the learning administration; PESH teachers self-willfully tried out the process and the result learned from this coaching in carrying out lesson administration tasks.

CONCLUSION
This development of professionalism coaching model administered the synthesis procedure of several verified development researches. The results of this study were in forms of three printed documents; modules, administration guidance, and monev guidance. The expert review, school’ principles, and teachers showed that this model had been authenticated to be valid, practical, and effective to be used as professionalism coaching model for PESH primary school teachers in conducting lessons.

REFERENCES


