

# Teachers Administration Implementation of Physical Education of Adapted School in Yogyakarta

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**Keywords:** Teachers, Administration, Physical Education, Adapted School.

**Abstract:** Physical, sports and health education teachers of Adapted School in Yogyakarta Regional have not properly completed the administration of learning programs. This study aims to determine how well the implementation of learning administration for Physical, Sports and Health Education teachers of Adapted Schools in Yogyakarta. This research was a descriptive research. The method used was a survey with data collection techniques using questionnaires. The subjects in this study were teachers of physical education, sport and health in 12 Special Schools in the Special Region of Yogyakarta and were taken as sampling totaling 12 teachers. The instrument used was a questionnaire. The data analysis technique employed quantitative descriptive analysis as outlined in percentage form. Based on the results of the study, it can be concluded that the implementation of the learning administration of Physical Education teachers at the State Elementary School level in Sleman District is in the category of "inadequate" by 0% (0 teachers), "less" by 0% (0 teachers), "Moderate" is 0% (0 teachers), "good" is 75% (9 teachers), and "very good" is 58.33% (8 teachers).

## 1 INTRODUCTION

Physical, sports, and health education (*penjasorkes*) is one of the subjects that taught in schools which has a major role, for example providing opportunities for students to be directly involved in various learning experiences through physical activity. Learning experiences aim to support better physical growth and psychological development. In addition, *penjasorkes* also supports the increasing motor skills of students, especially mentally disabled students. Mentally disabled students have the same rights in physical education learning which is intended to stimulate their optimal growth and development.

Learning is a key element in education which involves interaction between teacher and student. Usman (Ahmad, 2012) argues that learning is deemed as a process that contains a series of actions performed by teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve learning goals. Learning can be construed as both teaching and learning process that includes teachers as educators and students in an effort to attain the expected

academic goals. In the learning process, two events occur simultaneously. This procedure is made up of two parties in which transferring and accepting information or knowledge take place. A change in students behavior is expected throughout the learning activity. Sudjana (Sugihartono, 2013) defines learning as diverse efforts made deliberately by educators which can allow students to carry out learning activities. The task of the teacher in the learning process is as a facilitator. The expected change in behavior of students is in knowledge, skills and attitudes.

Learning will work well if there is a learning component. The learning component according to Suprihatiningrum (Husamah et al., 2016), involving the components of teacher / lecturer, students /, methods, environment, media, facilities, and learning infrastructure that are interrelated with each other. Thus, the role of teacher is one inseparable component in learning. The teacher itself according to Suparlan (2006), is someone who acquired a decree (SK), either from the government, or the private sector to carry out its duties, and therefore has the right and obligation to carry out learning activities in educational institutions. From the legal-formal aspect, a person referred to as a teacher is

when they obtain a decree from an authorized official. According to Usman (2006), teachers can simply be interpreted as people who provide knowledge to students as well as a profession which require a qualification to the field of expertise attained during his studies in college.

Based on the opinion above, it can be concluded that administration is an effort to help, serve, or regulate all activities with a pattern of cooperation in achieving a goal effectively and efficiently. The term "learning" according to experts who have been stated in the previous discussion is the interaction between students and educators in the teaching and learning environment so that changes in students' behavior occur. Therefore, it can be concluded that the notion of administration is an effort to regulate teaching and learning activities in order to achieve effective and efficient learning objectives. The task of the teacher in the teaching and learning process includes pedagogical and administrative tasks.

SLB N 2 Yogyakarta is one of the Public Special Education Schools in the Special Region of Yogyakarta (DIY). The Yogyakarta Public 2 Special Education School accepts students with special needs in an annual basis. This school also provides opportunities for Children with Special Needs (ABK) both from Yogyakarta regencies as well as other cities in DIY, following a percentage that has been set. Students who are admitted are identified as autistic, blind and different types of disabilities.

Learning given to students with special needs certainly differs from the regular ones in the level of difficulty. Students who have special needs have been known to possess dissimilar characters from others. This is one of the focal things that must be understood by teachers and other students.

Physical education learning for disabled student is certainly different from the general one. Physical education and health for students should be given according to the characteristics of the disabled students.

Based on the results of observations made on 4 *Penjasorkes* teachers at the Yogyakarta Special Region SLB, one of the physical education teachers in the State Special Education School in the Special Region of Yogyakarta thinks that learning administration is not essential to be done by a teacher because administrative work only made it difficult for the teacher's work. The teacher assumes that teaching which only focuses in the most important thing can enable teachers to deliver the material well and students can understand the material presented by the teacher. The teacher also felt that he did not have much time to do the

administration of learning because his preoccupation was not only teaching but there are still other works that had to be fulfilled. Several teachers who went to work on Public Special Education School in the Special Region of Yogyakarta apparently did not make a Learning Implementation Plan (RPP) and did not have design for learning material in each semester or syllabus. Their materials are provided on the basis of self-selection or even teachers' occasional wishes.

Teacher only relies on the experience he gained during his time as a teacher. In fact, a teacher must prepare the lesson plan which helps the teacher in delivering the material. There are some *penjasorkes* teachers who do not make an Annual Program (*Prota*) and Semester Program (*Prosem*). This teacher is actually still considered as beginning teachers, if a teacher is new to the profession, he will usually be more active in carrying out his duties. The teacher in carrying out the learning administration admitted that he was only at the end of each semester.

Based on these problems, it is necessary to find a solution to the problems faced by adaptive physical education teachers. The form of solving the problem was by conducting research on the implementation of adaptive physical education learning at a special school in the Special Region of Yogyakarta.

## 2 METHOD

This research is a descriptive research. According to Arikunto (2010) descriptive research is intended to investigate the circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of research reports. The method used in this study was a survey method with data collection techniques using questionnaires. According to Arikunto (2006), the survey method is a research that is usually done with many subjects, intended to gather opinions or information about the status of symptoms at the time the research took place. Based on the foregoing, this study aims to determine the implementation of learning administration for Physical Sports and Health Education teachers of Special Education Schools in the Special Region of Yogyakarta.

The instrument used in this study was a questionnaire. According to Sukmadinata (2013) the questionnaire is a technique or method of collecting data indirectly (researchers did not directly ask questions with respondents). The questionnaire used was a closed questionnaire. According to

Sukmadinata (2013) in the closed questionnaire, the question or statement had an alternative answer (option) that was left to be chosen by the respondent. According to Sugiyono (2013), questionnaires are used if large numbers of respondents can read well, and can disclose things that are confidential. The data collection method used in this study is an instrument in the form of a questionnaire containing questions that are relevant to the research objectives. The purpose of this technique is to obtain data regarding the implementation of learning administration for physical, sports and health education teachers. The questions were arranged and referred to the factors that influence the research. To compile the points of the statement, these factors are translated into lattice instruments of researchers which were then developed in items or statements. In the questionnaire the research was presented with four alternative answers, namely always, often, rarely, never. The questionnaire in this study was in accordance with the theory of Hamalik (2001). Scores for each alternative answer on positive (+) and negative (-) questions, namely as follows:

Table 1: Alternative questionnaire answers.

Alternative answer scores	Score	
	Negative	Positive
Always	4	1
Frequent	3	2
Rarely	2	3
Never	1	4

Questionnaire was divided into several categories as in before being tested, before the instrument is used as a measure of data collection and an instrument test that was needed to test the validity and reliability of the instruments used. Validity and reliability test results of the data were processed using computer assistance, namely SPSS 18 for windows. Trials were conducted on physical education and sports teachers of special education school in the Special Region of Yogyakarta because they have the same characteristics as the subject under study. The trial subjects were 12 teachers.

Validity is a measure that shows the level of validity or validity of an instrument. A valid instrument is one that has high validity. Conversely, instruments that are less valid mean having low validity (Arikunto, 2010). The validity test used in this instrument is internal validity in the form of item validity. This validity test was used whether the items used are valid or not. The analysis of items in

this questionnaire used the Pearson Product moment formula.

### 3 RESULT

The results of this study are to describe the data, which is about how well the learning administration of Physical Education, Sports and Health teachers of Special Needs Schools in the Special Region of Yogyakarta which then revealed with a questionnaire of 40 items, and divided into three factors, namely planning, implementation and evaluation.

The frequency distribution of data from the results of the implementation of learning administration for Physical Education, Sports and Health teachers in Schools with Special Needs in the Special Region of Yogyakarta obtained the lowest score (minimum) 119.0, highest score (maximum) 157.0, average (mean) 136.74, value middle (median) 137.0, the value that often appears (mode) was 129.0 with standard deviation (SD) 10.07.

When displayed in the form of frequency distribution, the implementation of learning administration for teachers of Physical Education Sport and Health in Schools with Special Needs in the Special Region of Yogyakarta is presented in table 5 as follows:

Table 2: Administrative frequency distribution of learning physical education teachers in sports and health levels.

No	Interval	Category	Frequency	%
1	136-160	Very good	5	41,7%
2	120-135.5	Good	7	58,3%
3	88-111.5	Average	0	0%
4	64-87.5	Less	0	0%
5	40-63.5	Very Less	0	0%
Total			12	100%

Based on the frequency distribution in table 5 above, the implementation of the learning administration of Physical Education, Sports and Health teachers at the Yogyakarta Special Region of Special Education School can be presented in Figure 1 as follows:

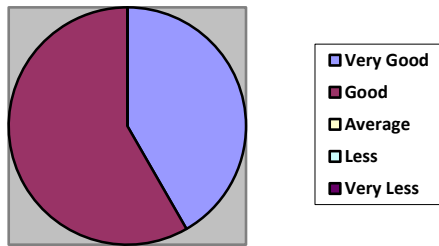


Figure 1: Pie chart of administration of learning physical education teachers of sports and health SLB of the Special Region of Yogyakarta.

Based on table 2 and graph 1 above shows that the implementation of learning administration of Physical Education Sports and Health teachers of Yogyakarta Special Region in Special Education School is in the category of inadequate by 0% (0 teachers), "less" by 0% (0 teachers) "Moderate" is 0% (0 teachers), "good" is 58.3% (7 teachers), and "very good" is 41.7% (5 teachers). Based on the average value, which was 136.74 the implementation of learning administration for Physical Education teachers at the State Elementary School level in Sleman Subdistrict is in the category of "good".

### 3.1 Planning Factors

Table 3: Distribution of administrative frequency learning of physical education teachers of sport and health for special needs school of the Special Region of Yogyakarta planning factor.

No	Interval	Category	Frequency	%
1	44.2-52	Very good	9	75%
2	120-135,5	Good	3	25%
3	88-111,5	Average	0	0%
4	64-87,5	Less	0	0%
5	40-63,5	Very Less	0	0%
Total			12	100%

Data on the results of research on the implementation of learning administration for Physical Education, Sportand Health teachers of Yogyakarta Special Region for Dpecial Education

School based on planning factors obtained the lowest score (minimum) 43.0, highest score (maximum) 51.0, mean (mean) 47.22, mean value (median) 47.0, the value that often appears (mode) is 47.0 with standard deviation (SD) 2.64.

When displayed in the form of frequency distribution, the implementation of the learning administration of Physical Education Sportand Health teachers at the Yogyakarta Special Region for Special Education School based on planning factors is presented in table 3 above.

Based on the frequency distribution in the table above, the implementation of learning administration for Physical Education, Sports and Health teachers in Special Education Schools in Yogyakarta Special Region based on the planning factors presented in Figure 2 as follows:

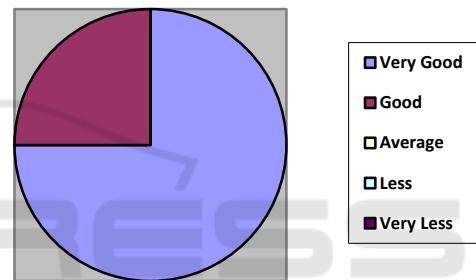


Figure 2: Administrative pie chart of learning physical education, sports and health teachers of special education school in Special Region of Yogyakarta planning factor.

Based on table 3 and graph 2 above shows that the implementation of the learning administration of Physical Education, Sports and Health teachers of the Yogyakarta Special Region for Special Education School based on planning factors is in the category of inadequate by 0% (0 teachers), "less" by 0% (0 teacher), "moderate" by 0% (0 teachers), "good" by 25% (3 teachers), and "very good" by 75% (9 teachers). Based on the average value, which was 47.22 the implementation of learning administration for Physical Education, Sports and Health teachers at the Yogyakarta Special Region for Special Education School based on planning factors falls into the category of "very good".

### 3.2 Implementation Factors

The results of research on the implementation of learning administration for Physical Education, Sports and Health teachers of Yogyakarta Special

Region for Special Education School based on implementation factors obtained the lowest score (minimum) 48.0, highest score (maximum) 67.0, mean (57.52), middle score (median) 58.0, the value that appears frequently (mode) is 57.0 standard deviation (SD) is 5.22.

When displayed in the form of frequency distribution, the implementation of learning administration of Physical Education, Sports and Health teachers at the Yogyakarta Special Region for Special Education School based on implementation factors is presented in table 4 as follows:

Table 4: Distribution of administrative frequency learning of physical education, sport and health teachers in Yogyakarta Special Region for special education school implementation factors.

No	Interval	Category	Frequency	%
1	57.8-68	Very good	8	66.6%
2	47.6-57.7	Good	4	33.4%
3	37.4-47.5	Average	0	0%
4	27.2-37.3	Less	0	0%
5	17-27.1	Very Less	0	0%
Total			12	100%

Based on table 4 above shows that the learning administration of Physical Education, Sports and Health teachers of Yogyakarta Special Region for Special Education School implementation factors are in the category of "inadequate" by 0% (0 teachers), "less" by 0% (0 teachers), "Moderate" is 0% (0 teachers), "good" is 33.4% (4 teachers), and "very good" is 66.6% (8 teachers). Based on the average value, which was 70.52 the implementation of learning administration for Physical Education, Sports and Health of the Special Region of Yogyakarta, the implementation factor falls into the category of "very good".

### 3.3 Evaluation Factors

The results of research on the implementation of learning administration for Physical Education, Sports and Health teachers of Yogyakarta Special Region for Special Education School based on

evaluation factors obtained the lowest score (minimum) 26.0, highest score (maximum) 40.0, average (mean) 32.00, middle score (median) 32.0, the value that often appears (mode) is 34.0, standard deviation (SD) is 3.74.

When displayed in the form of frequency distribution, the implementation of learning administration of Physical Education Sports and Health teachers of Yogyakarta Special Region for Special Education School based on evaluation factors is presented in table 5 as follows:

Table 5: Administration Frequency Distribution Learning of Physical Education Teachers in Sport and Health in Special Region of Yogyakarta Evaluation Factors.

No	Interval	Category	Frequency	%
1	34-50	Very good	2	16.67%
2	28-33.5	Good	7	58.33%
3	22-27.5	Average	3	25%
4	16-21.5	Less	0	0%
5	10-15.5	Very Less	0	0%
Total			12	100%

Based on table 5 above shows that the implementation of learning administration of Physical Education Sports and Health teachers of Yogyakarta Special Region for special needs school evaluation factors are in the category of "inadequate" by 0% (0 teachers), "less" by 0% (0 teachers), "Moderate" is 25% (3 teachers), "good" is 58.33% (7 teachers), and "very good" is 16.67% (2 teachers). Based on the average value, which is 56.52 the implementation of learning administration for Physical Education, Sports and Health teachers in Yogyakarta Special Region, evaluation factors fall into the "good" category.

## 4 DISCUSSION

This study aims to determine the implementation of learning administration of Physical Education, Sports and Health teachers of Yogyakarta Special Region for Special Education School based on three factors, namely the factors of planning,



implementation, and evaluation. The study indicates that the implementation of learning administration teachers of Physical Education, Sports and Health of the Special Region of Yogyakarta for Special Education School fall into the category of "moderate". The results showed that the highest percentage was in the good category, namely 75% (9 teachers), and the lowest in the excellent category, which was 58.33% (8 teachers). This shows that the teacher is already good at implementing the learning administration of the Physical Education, Sports and health education teachers. They must prepare learning devices before the teaching and learning process, such as: annual programs, semester programs, syllabus, learning implementation plans (RPP), and facility tools to support the learning process. In the implementation, learning must be in accordance with the implementation plan of learning (RPP) and must achieve indicators of success in learning. Besides, it must also conduct an evaluation, because evaluation is the most important item to measure students' success in learning. If physical, sports and health education teachers carry out administrative learning starting from planning, implementation, to evaluation, learning will be able to achieve the academic goals as what has been expected. This can be achieved because the administration of learning will facilitate the teacher in the implementation of the expected learning process.

## 5 CONCLUSIONS

Based on the results of data analysis, description, testing the results of research, and discussion, it can be concluded, that the implementation of learning administration of Physical Education Sports and Health teachers of Yogyakarta Special Region for Special Education School is in the category of "inadequate by 0% (0 teachers), "less "By 0% (0 teachers)," moderate "by 0% (0 teachers)," good "by 66.67% (18 teachers), and" very good "by 33.33% (9 teachers). Based on the average value, which was at 136.74, the implementation of learning administration of Physical Education Sports and Health teachers of the Special Region of Yogyakarta falls in the category of "good".

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