

MAPPING OF PHYSICAL EDUCATION TEACHERS BASED ON THE NUMBER OF ELEMENTARY SCHOOL STUDENTS IN BANYUMAS REGENCY

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ABSTRACT

The present study is aimed at determining the needs for physical education teachers based on the mapping of the number of teachers and the number of elementary schools in Banyumas Regency.

This institutional research used the descriptive research design with self-report the observation technique. The observation technique was aimed at obtaining information relevant to the problem and research purposes. The population of this study was the Head of the Department of Education in Banyumas Regency as the main source in obtaining the information on the teachers of physical education in Banyumas Regency. The instrument for data collection used by the researcher was observation on teachers of physical education in Banyumas Regency. Data obtained from the observation were analyzed using the quantitative descriptive technique.

The results of this study reveal that in Banyumas Regency, there were 659 teachers consisting of 523 government employee teachers and 136 honorary teachers. The data also reveal that there were 808 state elementary schools and 114 private ones. Finally, the data infer that there were 157,556 students in Banyumas regency.

INTRODUCTION

Background

Based on fact, throughout Indonesia there are still many shortcomings of physical education teachers for elementary schools. To meet the shortage of teachers, it is necessary to prepare the provision of physical education teachers through educational programs that can be accountable. Teachers must be professional and have skills that can be justified academically and have a moral line with Indonesian culture.

Faculty of Sport Science, Yogyakarta State University (YSU), is one of universities producing teachers and education human resources. Faculty of Sport Science YSU has been conducting education seriously to produce teachers who understand the science education for children so that the students can (1) facilitate the establishment of the basics of human personality and the development of all the potential (multi-intelligence) of children, (2) develop basic knowledge and skills of children to be able to master and utilize science and technology and to develop self-knowledge and skills in the future, (3) develop creativity and prepare for productive employment skills, self-reliant, and innovative ideas in the near future, and (4) grow willingness (needs for achievement) to devote themselves as educators professionally.

Physical education instruction is related to teaching and learning of motions. The theories of motion instructions are the processes of individual adaptation to the environment or conditions that can lead to changes in individuals. In addition, according to Rush (1988: 61), teaching is a set of activities that are deliberately conducted by individuals who are being taught. Some experts express their opinions on the definition of physical education lessons. Nicholds (1986: 61) argues that:

In learning motor skills, children generally pass three stages of learning. In the first stage they begin to grasp an understanding of the sequence of the task, how body parts are use, and control of space and movement qualities for successful performance. The second stage is practice stage in which children refine pattern, correcting errors as needed. The third stage involves mastery learning and relatively automatic performance in which the skill is habituated.