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Physical Education Learning Problematics in Private Madrasah Ibtidaiyah

¹Fatkhur Rozi, ²Bambang Priyono, ³Waluyo, ⁴Abdul Aziz Purnomo Shidiq,
⁵Jacklyn Anak Joseph

¹Universitas Islam Negeri Salatiga, Indonesia, ²Universitas Negeri Semarang, Indonesia,

^{3,4}Universitas Sebelas Maret, Indonesia, ⁵Universiti Putra, Malaysia

**corresponding author: fatkhur21@uinsalatiga.ac.id*

Abstract

There are still many problems in physical education learning process in private madrasah ibtidaiyah. The aim of this research is to examine the main factors of physical education learning problems in private madrasah ibtidaiyah in Central Java. The research was conducted qualitatively and used a phenomenology approach. The main data were generated through in-depth interview. Source triangulation was used in the data analysis process. Data validity was checked through transferability, dependability, and confirmability checking process. The results show that the problems were related to availability of professional teacher, financing, physical education pre-service teacher's motivation, and availability of supporting learning facilities and infrastructures. We may conclude that availability of professional teacher is the main factor of physical education learning process in private madrasah ibtidaiyah, besides financing, pre-service teacher's interest, and facilities and infrastructures factors.

Keywords: Professional Teacher; Private Madrasah Ibtidaiyah; Physical Education

INTRODUCTION

Physical education (Penjas) is one of the compulsory subjects in madrasah ibtidaiyah curriculum called Physical, Sport, and Health Education (PJOK) subject (mapel) allocated with 3 class hours (JP) weekly (Indonesian Government, 2022c).

In accordance with law of sport system, this is within the scope of educational sports (Indonesian Government, 2022b). In view of the curriculum rule, Physical Education subject is an important part in the educational process in madrasah.

The success in Physical Education learning is influenced by various factors: explicit and implicit learning methods increases movement skill (Kok et al., 2022), innovation in Physical Education; teacher's perception and confidence, pre-service teacher's previous experience, student's response, and related organization (Beni et al., 2022), teacher's intrinsic and extrinsic motivations (Su et al., 2022), use of supporting technology with personalized, student, policy, curriculum centered approach, and curriculum support (Zulkifli & Danis, 2022), Physical Education binding policy and legal rule (An et al., 2021), and others.

That madrasah exists greatly supports educational sports and creates healthy and fit student. Physical Education's achieved purpose will lead to student's good fitness level, which will influence their cognitive ability (Amenya et al., 2021) and increase their brain health (Felin Fochesatto et al., 2023). On the contrary, bad Physical Education process will lead to student who is unfit, absent and committing non-disciplinary actions (Packham & Street, 2019), whereas Physical Education plays a central role in realizing a healthy lifestyle through physical activities (Zhan et al., 2021).

Physical Education also plays an important role in character and personality building (Balan et al., 2012). Character education is meant to be a change in individual due to the influence of family, school and social life, which can be promoted effectively through Physical Education (Muhtar & Dallyono, 2020). Cooperation is needed for competence in the 21st century that can be achieved through Physical Education (Dupri et al., 2020). Character education in Physical Education learning is in line with the need for character education in madrasah ibtidaiyah. Curriculum at madrasah ibtidaiyah level is performed contextually, integratedly, and the main focus is character and soft skill education (Prastowo & Fitriyaningsih, 2020). Character education is the main and important thing in Islamic education (Asman et al., 2021) and teacher's strategy is needed to strengthen it (Mawardi et al., 2021). Character education can be designed into separated subjects (Birhan et al., 2021).



Previous research discussed Physical education teacher's competence in madrasah Ibtidaiyah in Wonogiri Regency that was considered sufficient and non-standardized (Rahardyan et al., 2020). The result indicates problems related to Physical Education teacher in learning process in madrasah ibtidaiyah. Differently from the research that used survey method, this research was focused on in-depth interview with experienced informants from multiple regencies in Central Java. The method was used to view the existing qualitative factors. In fact, 87% of totally 30 Physical Education teacher samples in Central Java had non-conforming educational qualification to Physical Education science (Shidiq et al., 2022). There is increasing number of challenges of Physical education learning in madrasah. Previous studies said that public stigma still deem madrasah as the third choice following elementary school and pesantren (Kurniawan & Miftah, 2020). This research can reveal the problems of learning physical education with a qualitative approach.

Central Java is one of the regions to develop great potential Physical Education learning, especially with totally 4,089 units and registered as the second largest number on the 2022 national scale (Indonesian Government, 2022a). Therefore, it is of great importance to pay attention to Physical Education learning at private madrasah ibtidaiyah (MI), especially referring to the goal of Indonesia's gold achievement in sports by 2045, one effort of which is through success in educational sports (Amali, 2021). This research results in an overview of the main problems in Physical Education learning at private madrasah ibtidaiyah, that in the future note can be taken out of it for the measures to improve Physical Education at private madrasah ibtidaiyah. Private madrasah ibtidaiyah in Central Java are the focus of research because there are 4,054 of them compared to only 114 state madrasah ibtidaiyah. In fact, the fulfillment of professional physical education teachers is more easily accommodated by state madrasah ibtidaiyah and these teachers are one of the main factors in achieving physical education learning goals.

METHODS

This research used qualitative method. The focus revealed was related to Physical Education learning at MIS in Central Java. There are 4,168 madrasahs with 4,054 private madrasah ibtidaiyah and the rest with state madrasah ibtidaiyah status in Central Java based on data from the Central Statistics Agency. Central Java Province



was chosen on the basis of the study of existing phenomena and the number of private madrasah ibtidaiyah as the second largest in Indonesia following East Java. The researcher did not choose East java due to the data acquiring accessibility factor. The in-depth interview was conducted with the main informants (see table 1). However, the secondary data in the form of field observation and previous research note documents supported the data interpretation. The research flow can be observed in figure 1.

The source triangulation technique was used for data analysis technique in this research by comparing the results of interview from each informant. After obtaining credible data, analysis is carried out with several related documents. That this research was a qualitative one, the researcher was the main instrument (Mekarisce, 2020). For objective and valid results, the data were checked through credibility, transferability, dependability, and confirmability (Mekarisce, 2020).

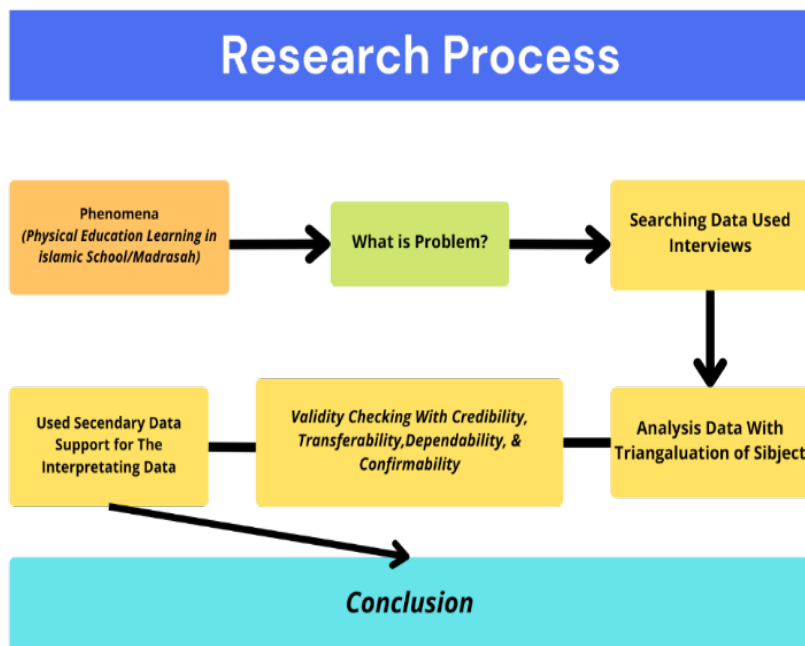


Figure 1. Research Flow Visualisation

The research's main informants were determined under certain criteria, including: teaching experience at private madrasah ibtidaiyah in Central Java, last



educational qualification of non-Physical Education, and inter-informant from different regencies/cities.

Table 1. Main Informants

No.	Informant Code	Remarks
1	INF. 1	Principal of a Private MI in one of the regencies in Central Java with over 10-year work experience
2	INF. 2	Principal of a Private MI in one of the cities in Central Java with over 10-year work experience
3	INF. 3	Principal of a Private MI in one of the regencies in Central Java with over 10-year work experience
4	INF. 4	Non-permanent class teacher (GTT) in one of the existing Private MIs in Central Java with over 2-year work experience and graduate of Madrasah Ibtidaiyah Teacher Education
5	INF. 5	Non-permanent class teacher (GTT) in one of the existing Private MIs in Central Java with over 2-year work experience and currently an active student of Madrasah Ibtidaiyah Teacher Education

RESULTS AND DISCUSSION

The outcome of interview was qualitative data, which were collected through semi-structured in-depth interview with the informants. Having the data collected, the next was data presentation. However, not all of the data were used, but only those needed. This was followed with data interpretation (table 2), conclusion through a discussion process and with support of secondary data as illustrated in figure 2.



Table 2. Interview Outcome

No.	Informant	Implementation	Outcome Interpretation
1	INF. 1	Friday, 5 August 2022	<ol style="list-style-type: none"> 1. Private MI does not have Physical Education teacher, one of which is because of fund constraint 2. Physical education learning process does not conform to the curriculum and the facilities-infrastructures are limited
2	INF. 2	Thursday, 15 September 2022	<ol style="list-style-type: none"> 1. Besides fund factor, sometimes it is because alumni with sports/physical education background are not willing to teach at Private MI due to honorarium and status clarity 2. Physical Education learning process does not conform to the curriculum, moreover, class teachers are not able to teach Physical education
3	INF. 3	Monday, 26 December 2022	<ol style="list-style-type: none"> 1. Physical education is generally only taught by Islamic Religious Education (PAI)/class teacher assigned with it, there are 1-2 Private MIs in a district with appropriate Physical Education teacher 2. There are constraints in Physical education teaching and often students are given free time
4	INF. 4	Tuesday, 26 April 2022	<ol style="list-style-type: none"> 1. Physical education is generally only taught by PAI/class teacher assigned with it, there are only 1-2 private MIs in a district with appropriate Physical Education teacher 2. There are constraints in Physical education teaching and scoring processes, with limited facilities and infrastructures



5	INF. 5	Wednesday, 27 December 2022	<ol style="list-style-type: none">1. Physical education is generally only taught by PAI/class teacher assigned with it, there are only 1-2 Private MIs in a district with appropriate Physical Education teacher2. There are constraints in Physical education teaching and scoring processes, with limited facilities and infrastructures
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Based on table 2, there are factors serving as the problems in Physical Education learning at private madrasah ibtidaiyah in Central Java, including; 1) financing, 2) Physical education pre-service teacher's interest, 3) facilities and infrastructures, and 4) availability of professional teacher. Below is discussion in sub-chapters as per factors.

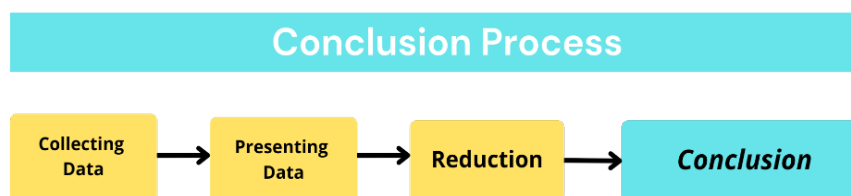


Figure 2. Conclusion Making Measures

Financing

Madrasah financing can be derived from foundation finance, Bantuan Operasional Sekolah (BOS) from either local or central government, Bantuan Operasional Madrasah (BOM), or from the community (zakat, infaq, shodaqoh) (Sopwandin et al., 2019). The main problems faced by madarasah are facilities and infrastructures in support of education process, limited number of educators and

education staffs, and insufficient honorarium for educators and education staffs (Usman, 2017). Physical education has distinct curriculum, and policy support is needed for its facilitation (González-Rivas et al., 2022). This conforms to the research findings that one of the causes of unavailability of Physical Education teacher as per scientific field at private madrasah is Physical education alumni's interest due to honor and status issues (table 2, number 2).

Madrasah's financing management should at least cover following three activities (figure 3): planning, implementation, and evaluation and accountability (Usman, 2017). In order to fulfill the availability of Physical Education teacher at private madrasah ibtidaiyah in Central Java, it is a necessity to cover it in madrasah financing planning program.

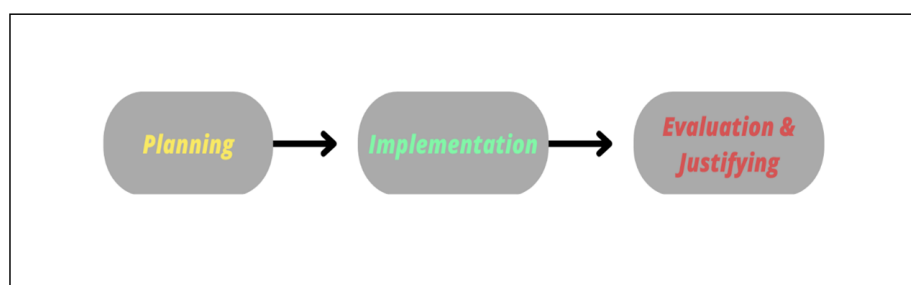


Figure 3. Madrasah Financing Management

Making Physical Education teacher as per scientific field available indeed requires financing and this should be covered in madrasah's budget plan. In addition, it is also a necessity to cover Physical education into one of important priorities for successful education at private madrasah ibtidaiyah. Otherwise, Physical education will inevitably be taught by class teacher, PAI teacher, or others as one occurring in Canada. Physical education in Canada that is not considered a priority causes Physical education is only taught by class teacher, non-professionally, with low financial support (Decorby et al., 2005). Priority is the keyword, and related stakeholders play a role in policy and decision making regarding Physical education implementation at private madrasah ibtidaiyah in Central Java.



Financing Management is one of the supporting factors of Physical Education learning process at private madrasah ibtidaiyah in Central Java. Financing is correlated with budget, directly influencing Physical Education teacher's honorarium financing and provision of facilities and infrastructures for Physical Education learning. Thus, financing management plays a very important role. Financing management application is influenced by priority scale. If Physical education is a part prioritized in private madrasah ibtidaiyah education, it will surely be covered in financing planning. Community's participation is needed since private madrasah ibtidaiyah's source of financing is not from the government, but the foundation under which they are in, even if the government also gives aid in the form of operational fund.

Pre-service Teacher's Interest

Physical education's current demand is non-teacher-centered (traditional) learning, but student-centered, but in fact the Physical education pre-service teachers still find it difficult to understand and apply it (Moy et al., 2019). Physical education pre-service teachers still find it difficult to apply the new paradigm, especially class teachers who have no scientific basis of Physical education. Referring to table 2, the influence of financing problem is related to the availability of facilities and infrastructures in Physical Education learning, and even to Physical education pre-service teacher's interest in teaching at private madrasah ibtidaiyah. Interest is related to motivation. Physical education pre-service teacher's intrinsic motivation in choosing elementary education specialization is self-confidence, low teaching demand, and family reason (Spittle & Spittle, 2014).

Teacher welfare is one of the motivations that influence quality and performance, especially teachers with non-permanent status with lower than worker's minimum wage standard (Sulisworo et al., 2016). This is the case in this research. In view of table 2 number 2, the research's interpretation reveals that one of the factors causing Physical education pre-service teachers/Physical education graduates unwilling to teach at private madrasah ibtidaiyah is related to the honorarium they are to receive and clarity of future career. This is not a mistake, and it is natural for teachers of Physical Education or other fields to receive their appropriate rights.



Based on Law Number 14 of 2005 articles 14-19, teacher has the right to: 1) income above minimum cost of living and social welfare assurance, 2) performance based promotion and regard, 3) 4) intellectual property rights and protection, 5) opportunity for competence improvement, 6) access to using facilities and infrastructures in support of teaching-learning process, 7) scoring and deciding student's graduation, reward and/or sanction for student in accordance with prevailing rules of ethics and constitution, 8) sense of security, comfort and safety assurance in performance of duties, 9) freedom to participate in profession organization, 10) opportunity to play a role in educational policy, 11) opportunity to develop academic qualification and competence, and 12) opportunity to participate in workshop and professional development in their region (Sulisworo *et al.*, 2016). The rights that are currently still the main problems are related to the welfare of teachers with non-permanent status. Based on field observation, this is different from the case at elementary school in which the teachers have the opportunity to be assigned to be teacher under agreement as State Civil Apparatus (ASN). At private madrasah ibtidaiyah, however, such assignment is still non-existent and their welfare is influenced by the power of the foundation as its parent.

Facilities and Infrastructures

The other problem related to Physical Education learning is availability of facilities and infrastructures (table 2, numbers 4 and 5). Facilities and infrastructures in support of Physical Education learning are quite important, requiring planning, in observance of functional aspect, usable for other school activities besides Physical education, and requiring management (Dewi *et al.*, 2021). In this discussion, private madrasah ibtidaiyah is required to have facilities and infrastructures in support of Physical education learning. In accordance with Appendix to Regulation of Minister of National Education Number 24 of 2007 dated 28 JUNE 2007 concerning Facilities and Infrastructures Standards for School/Madrasah of General Education, play/sports place standards are set forth as presented in tables 3 and table 4.



Table 3. Explanation of Facilities and Infrastructures for Play/Sports

No.	Conditions
1	Play/sport area serves as an area for play, sport, physical education, ceremony, and extracurricular activities
2	Play/sport area has size ratio of minimum 3 m ² /students. In case of less than 334 students, the minimum play/sport area is 1000 m ²
3	In such size, there is a sport area of minimum 30 m x 20 m with flat surface, good drainage, and no tree, waterway, and any other items which may disturb sport activities
4	Play area, partially with greenery
5	Play/sport area is located at a place which may least disturb class learning process
6	Play/sport area is not used for parking area
7	Play/sport area is equipped with listed facilities

Table 3 clearly states that each madrasah has play/sport area which also serve as an infrastructure for physical education activities. The other conditions state that each school shall provide it at minimum ration of 3 m² for each student and in case of less than 334 students the area should be minimum 1000 m². Referring to this rule, many private madrasah ibtidaiyah will find it difficult to meet it (based on field observation). Madrasah can use nearby public facilities like football court, volleyball court, and meeting hall/building, certainly with consent and collaboration. Collaboration with various parties will benefit teachers and students (Kumalasari *et al.*, 2022).

Table 4. Types, Ratio, and Description of Facilities Play/Sport Area

No	Type	Ratio	Description
1	Educational Instruments		
1.1	Flag pole	1 piece/school	Height as per prevailing provisions.
1.2	Flag	1 piece/school	Size as per prevailing provisions.
1.3	Volleyball equipment	2 pieces/school	Minimum 6 balls.
1.4	Football equipment	1 set/school	Minimum 6 balls.



1.5	Basketball equipment	1 set/school	Minimum 6 balls.
1.6	Gymnastics equipment	1 set/school	Minimum mattress, vaulting box, jumping rope, hoop, plastic ball, pole, single pole, rings.
1.7	Athletics equipment	1 set/school	Minimum javelin, disc, shot, baton, jumping pit.
1.8	Art-culture equipment	1 set/school	To be adapted to respective potential.
1.9	Craftsmanship equipment	1 set/school	To be adapted to respective potential.
2	Other Equipment		
2.1	Loudspeaker	1 set/school	
2.2	Tape Recorder	1 set/school	

Availability of Professional Teacher

Education quality depends, among others, on the quality of professional teacher. Professional teacher is defined as teacher with qualification conforming to the field of assignment and educator certificate as formal evidence of competence profession, in accordance with Government Regulation Number 19 of 2017. According to table 2, there is still minimum availability of teachers conforming to Physical education teaching field. The condition of private madrasah ibtidaiyah indicates that Physical education is only taught by class teacher, PAI teacher, or madrasah principal. This conforms to previous research (Shidiq *et al.*, 2022) that 87% of Physical Education teachers at private madrasah ibtidaiyah in Central Java had non-conforming educational qualification of Physical education out of the totally 30 respondents (figure 4).



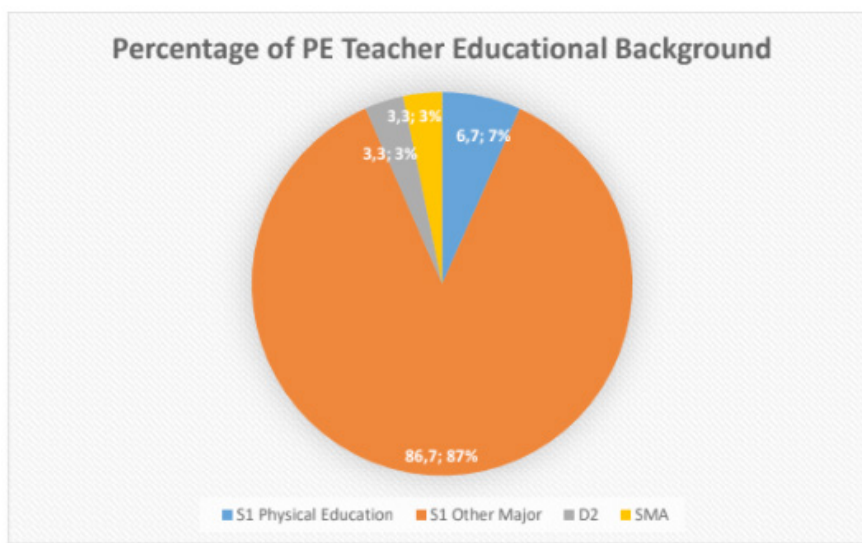


Figure 4. Educational background of Physical Education Teachers

Availability of professional Physical Education teacher as per scientific field is the obligation in support of Physical Education learning quality at private madrasah ibtidaiyah. Teacher's working discipline and professionalism influence the quality of education (R. Dewi & Khotimah, 2020). Teacher with non-conforming scientific field will influence student's interest in learning participation, thus it is necessary to keep improving professionalism (Husain et al., 2015). Meanwhile, one of the indicators is teacher's teaching ability that suits field of expertise (Zulkifli & Danis, 2022). Therefore, teacher's non-conforming field of expertise is one of the indications of teacher's non-professionalism and will influence student's learning interest.

Previous research in a regency in Central Java also found that Physical Education teachers at MI were deemed average in professional, pedagogic, social and personality aspects (Rahardyan et al., 2020), of which results are clearly presented in table 5. A Physical Education teacher should have the four basic competences as follows: professional competence, pedagogic competence, social competence, and personality competence (Fransazeli Makorohim et al., 2022).

Table 5. The result data of the implementation of 2013 curriculum evaluation

Stages	ASPECT	Description matrix		Judgment matrix	
		Intents	Observ.	Stand.	Judgments
Preliminary (Antecedent)	Student conditions	Readiness to Follow Learning	5 1.25%	100%	There is consideration
		Liveliness During Learning	5 1.87%	100%	There is consideration
	Teacher condition	Academic Qualification	100 %	100%	There is no consideration
		Pedagogic Competence	54.5 %	100%	There is consideration
		Personality Competence	63.6 %	100%	There is consideration
		Social Competence	54.5 %	100%	There is consideration
		Professional Competence	54.5 %	100%	There is consideration
	ConditionMeans	Sports Facilities	60 %	100%	There is no consideration
	Sports Infrastructure	Sports Infrastructures	60 %	100%	There is consideration
	Understanding Of Curriculum2013	Understanding of Curriculum 2013	54.5 %	100%	There is consideration
	Learning Planning	Learning Planning	72.7 %	100%	There is consideration



Availability of professional teacher also influences the implementation of method and strategy in Physical education teaching. When teacher does not perform well, this will influence Physical education learning outcome. Actually, the problem of Physical Education teacher's non-conforming field of expertise is not only found in Indonesia, but also in other countries in the world (Fletcher et al., 2013), including: Canada, with low financial support (Decorby et al., 2005), Italia, with the necessity to improve student's physical activities due to class teacher's ineffective teaching (Pesce et al., 2013), class teachers in Canada are not confident in teaching Physical education (Fletcher et al., 2013), and class teachers in Japan do not understand student's interest in and motivation of gymnastics learning (Iwaki et al., 2020). Class teachers who teach Physical education do not have sufficient capacity and face constraints in teaching quality Physical education (Fletcher et al., 2013).

There are actually efforts and measures to prepare class teachers to teach Physical education, at least the basics, even if they are not professional in this field. The efforts or efforts are to train them. Training and seminar for teachers will add to their knowledge in teaching implementation (Maghfiroh et al., 2020). Private madrasah ibtidaiyah can organize regular seminars or trainings for class teachers to minimally understand the basics to teach Physical education. The standard ability teachers should have to understand and put into practice the professional competence shall be effective teaching and learning, class organization management, effective scoring, learning administration, effective use of learning technology, and guiding to keep healthy and compliance with school rules (Nwokeocha, 2019). Figure 5 shows the professional standards teachers should have (Nwokeocha, 2019).



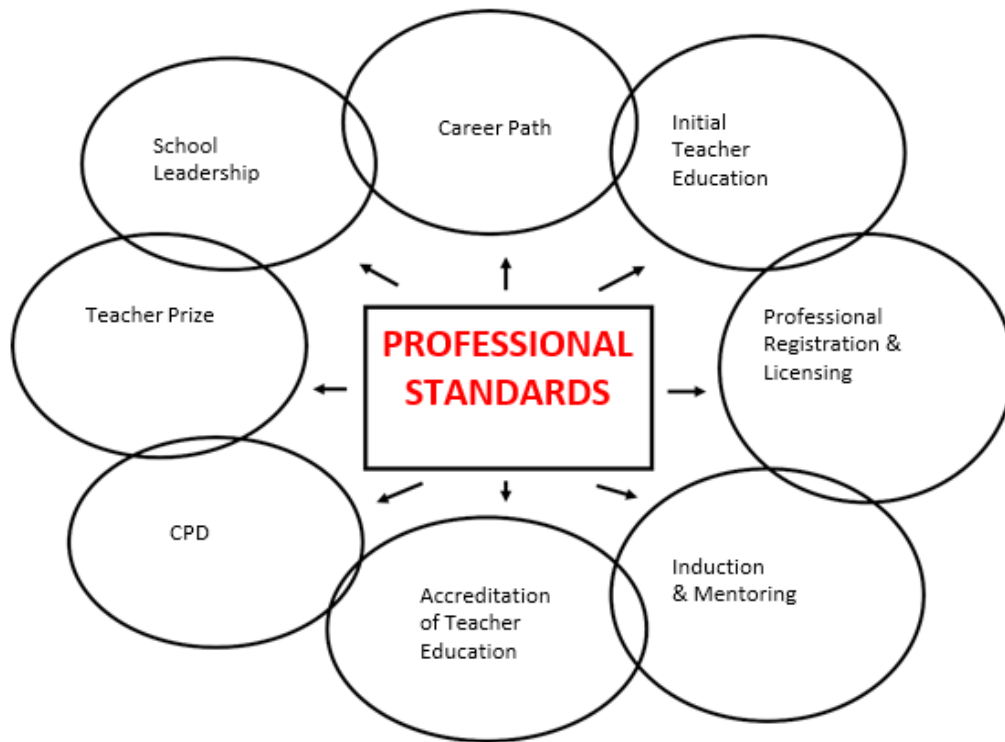


Figure 5. The professional standards as the pivot of teacher professionalism

Professional teacher with conforming expertise is one of the factors to determine the quality of learning. The minimum availability of Physical Education teachers who conform to the fields at private madrasah ibtidaiyah in Central Java will disturb the learning process and quality (table 2, number 1-5). Referring to foregoing previous research, class teachers who teach Physical education will cause problems in student's learning interest, self-confidence in teaching, ineffective learning, and quality of Physical education.

CONCLUSION

There are some problems in Physical Education learning at madrasah ibtidaiyah in Central Java. These problems include financing, Physical education pre-service teacher's interest, facilities and infrastructures for Physical Education learning, and availability of professional teacher who conforms to the Physical



education field. Financing problem influences pre-service teacher's interest and facilities and infrastructures Physical Education learning. However, the main problem is availability of professional teacher that is influenced by the financing and pre-service teacher or Physical education alumni's interest in teaching at private madrasah ibtidaiyah factors. This research contributes to a qualitative description of the problems of physical education learning in private madrasah Ibtidaiyah. In the future, quantitative survey research can be carried out with an adequate number of samples according to the distribution of the number of madrasah ibtidaiyah in Central Java.



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