

Comparison Of PJOK Teachers' Teaching Skills In Terms Of Students' Logical Thinking Skills

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Abstract.

In the future, we will face several challenges and changes that demand a change in the educational paradigm that has been applied by teachers in Indonesia. Students from now on should be accustomed to searching for information on their own, be able to identify and formulate problems, be able to work effectively in group work and have high logic. In Indonesia, there are two residential layouts called urban and rural. At this time everyone in the city and in the village, be it teachers or students already have qualified sources of information, both from the internet, television, or from other social media. The purpose of this study is to determine the comparison of PJOK teachers' teaching skills in terms of students' creative thinking skills in public junior high school students in urban and rural Jombang Regency. This study is a comparative study. Researchers use a type of comparative research (comparative research. Researchers used a sample of class VII I A SMPN 1 Ploso (village school) with a total of 32 students and class VIII A SMPN 1 Diwek (city school) with a total of 32 students. Based on the calculation of all data obtained by researchers from SMPN 1 Ploso (village school) and SMPN 1 Diwek (city school) obtained t count of 2.212 which was then compared with t table at the level of significance of 5% with the number of respondents 32 students with $df = n - 1$ obtained t table with an interpretation of 1.999 Thus it can be known $t \text{ table} < t \text{ count}$. Based on the results of the discussion described above, it can be concluded that, there are significant differences in the teaching skills of PJOK teachers at SMP N 1 Ploso (village school) and SMP N 1 Diwek (city school). The teaching skills of PJOK teachers at SMP N 1 Diwek are better than the teaching skills of PJOK teachers at SMP N 1 Ploso, when viewed from the creative thinking of students in each of these junior high schools.

Keywords: PJOK teacher teaching skills, Logical thinking skills of students and Comparison.

I. INTRODUCTION

In the life of society, nation and state in Indonesia cannot be separated from the influence of global changes, the development of science and technology, and art and culture. Continuous development and change demand the role of all aspects of life. Thus, education is one aspect of life that is very important in an effort to improve and develop the potential of students so that high-quality generations are formed. Education provides opportunities for students to gain opportunities, hopes, and knowledge in order to live better. The amount of opportunity and hope is very dependent on the quality of education taken. Quality education certainly involves students to actively learn and direct the formation of values needed by students in life. According to Law No. 20 of 2003 article 1 paragraph 1 [1] concerning the national education system, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. This can be interpreted that the purpose of national education is to form quality human resources (HR). Sports and Health Physical Education (PJOK) has a very important role in the world of education, which is to provide opportunities for students to be directly involved in the learning experience through movement activities. PJOK is seen as education through the physical, therefore PJOK not only learns about physical training techniques but also relates to learning that grows human personality as capital in the future.

Through PJOK, a strong moral character foundation is also instilled through internalization of values in Physical Education, Sports and Health [2]. One component that needs to be improved in PJOK in accordance with Law No.3 of 2005 above is skills [3]. According to Law No. 14 of 2005 Article 1 paragraph (1) [4] states that teachers are professional educators with the main task of educating, teaching, guiding,

directing, training, assessing and evaluating students in early childhood education, primary education, and secondary education [5] in the journal *wahyuni*, said that skills in teaching are absolute requirements for the effectiveness of a learning process [6]. Teachers as professionals must have teacher competence. Teacher competence is seen in the teacher's ability to provide teaching skills in the learning process so that the lessons given by the teacher can be accepted by students. Teaching skills are actions to facilitate student learning directly or indirectly to achieve learning objectives. Creativity is the process of sensing and observing a problem, making guesses about these shortcomings, assessing and testing conjectures or hypotheses, then changing and testing them again, and finally conveying the results. Junior High School, hereinafter abbreviated as SMP is one form of formal education unit that provides general education at the basic education level as a continuation of elementary school, MI or other equivalent or advanced forms of learning outcomes that are recognized as the same or equivalent to elementary or MI. Intensification of the implementation of education as a lifelong human development process, the role of physical education is very important, which provides opportunities for students to be directly involved in various learning experiences through physical activities, play, and sports activities systematically, it is a medium to encourage the development of motor skills, physical abilities, creative thinking, Knowledge and reasoning, appreciation of values, and habituation of healthy lifestyles, which boil down to stimulating balanced growth and development.

Education is a very important and inseparable part in the process of preparing smart and skilled human resources. Physical education is a very important part in preparing smart and skilled human resources. There are several factors that affect the success of education, including: teachers, students, facilities and infrastructure, educational environment and curriculum. The education curriculum used is now undergoing many changes with the aim of improving education in Indonesia. In 2018, most schools have used the 2013 curriculum which requires teachers to develop attitudes, knowledge, and skills and apply them in various situations in schools and communities in accordance with the characteristics of the 2013 curriculum that has been in force. Broadly speaking, physical education in Indonesia aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of healthy lifestyles and knowledge of a clean environment through systematically planned selected physical activities, sports, and health. Sports and health physical education is an integral part of overall education, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of healthy lifestyles and the introduction of a clean environment through selected physical activities, sports and health that are planned systematically in order to achieve national education.

II. METHODS

Researchers use a type of *comparative research*. *Comparative research* is a study that compares one sample group with another sample group based on certain variables or measures. Research does not provide treatment in comparing and looking for cause-and-effect relationships from variables. Researchers simply look for causation and test it by retracing the past to look for causes, possible relationships, and meanings. This research tends to use quantitative data [7]. In this study, the research design used was a non-experimental (comparative) research design, which means that the study was directed to compare one sample group with another group.

Research basically looks for relationships between variables, in this connection are *independent variables* (*independent variables*) and *dependent variables* (*dependent variables*). Independent variables are influencing variables, while *dependent variables* are affected *variables*. The instruments used in this study are tests and measurements. A test is an instrument or tool used to obtain information about an individual or object. The tool can take the form of a number of questions written on paper such as UTS, UAS, college entrance examination etc. Measurement can be interpreted as the process of collecting information [8]. The research instrument used in this study was a written test of verbal logical [9].

III. RESULT AND DISCUSSION

RESULT

The results of the creativity test of students of SMP N 1 Ploso (village school) obtained a maximum score = 94; minimum value = 72; mean = 77.25; median = 75.5; mode = 75. Next, the data are arranged in a frequency distribution table based on the norms of validity categories.

Table 4.3. Data distribution of SMP N 1 Ploso

No	Value	Category	Frequency	Percentage
1	0 – 39	Bad	0	< 40 %
2	40 – 55	Not good	0	40 % - 55 %
3	56 – 75	Enough	27	56 % - 75 %
4	76 – 100	Good	5	76 % - 100 %

From the data above, it can be explained that overall the level of creative thinking of SMP N 1 Ploso (village school) students is that there are 0 students in the bad category, 0 students in the poor category, 27 students in the good enough category and 5 students in the good category. The results of the creativity test of SMP N 1 Diwek (city school) obtained a maximum score = 94; minimum value = 56; mean = 81.91; median = 84.5; mode = 90. Next, the data are arranged in a frequency distribution table based on the norms of validity categories.

Table 4.4. Data distribution of SMP N 1 Diwek

No	Value	Category	Frequency	Percentage
1	0 – 39	Bad	0	< 40 %
2	40 – 55	Not good	0	40 % - 55 %
3	56 – 75	Enough	6	56 % - 75 %
4	76 – 100	Good	26	76 % - 100 %

From the data above, it can be explained that overall the level of creative thinking of SMP N 1 Diwek (city school) students is that there are 0 students in the bad category, 0 students in the poor category, 6 students in the good enough category and 26 students in the good category.

Test T using SPSS version 20

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1,767	,189	2,212	62	,000	4,65625	,10479	2,86367	4,04883
Equal variances not assumed			2,212	53,974	,000	4,65625	,10479	2,87616	4,04883

Known t-count of 2.212 and sig. (2-tailed) = 0.000 with significant level of SIG. 0.05 and df = n1 + n2-2 = 62. It can be concluded that the t-count is greater than the t-table (2.212 > 1.999), so it can be concluded that there is a significant comparison of students between SMP N 1 Ploso (school in the village) and SMP N 1 Diwek (school in the city). The mean score obtained from SMP N 1 Ploso (village school) is 77.25, while SMP N 1 Diwek (city school) is 81.91. It turns out that the mean obtained from the creativity test of SMP N 1 Diwek (city school) is higher than the mean obtained by SMP N 1 Ploso (village school), so this indicates that the creative thinking skills of SMP N 1 Diwek (city school) students are better than SMP N 1 Ploso (village school).

DISCUSSION

Data analysis showed that there were significant differences in students' creative thinking skills at SMP N 1 Ploso (village school) and SMP N 1 Diwek (city school). Based on the description of the research data, it shows that the creative thinking skills of SMP N 1 Ploso (village school) students in the category are sufficient with a percentage of 84.38%, while for SMP N 1 Diwek (city school) in the good category with a

percentage of 81.25%. Based on the description above, it turns out that the creative thinking skills of students of SMP N 1 Diwek (city school) are better than SMP N 1 Ploso (village school). This can be seen from the category obtained that in SMP N 1 Diwek (city school) most students fall into the good category, while in SMP N 1 Ploso (village school) students are mostly included in the sufficient category.

IV. CONCLUSION

In accordance with the description of the data analysis presentation and discussion, it can be concluded that there is a significant comparison of data on students' creative thinking skills at SMP N 1 Ploso (village school) and SMP N 1 Diwek (city school). The teaching skills of PJOK teachers at SMP N 1 Diwek are better than the teaching skills of PJOK teachers at SMP N 1 Ploso when viewed from the creative thinking of students in each junior high school.

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