Continuing Professional Development (CPD) for Physical Education Teacher in Elementary School through Blended Learning

Wasis D. Dwiyogo[1], Puri Selfi Cholifah[2]
Universitas Negeri Malang, Indonesia
wasis.djoko.fik@um.ac.id[1], cholifah.ps@gmail.com[2]

Abstract: Increasing awareness of the importance of a better learning in physical education for elementary school students, undoubtedly drives the increasing the professionalism of teacher. In developing and improving teacher's professionalism, especially for physical education teacher at the elementary school level, it is necessary to improve the quality of professional teacher through Continuing Professional Development (CPD). CPD is an effort to increase and develop the professional competence of the knowledge, skills, and attitude of teacher in order to be a lifelong learner and teacher. Teachers have personal responsibility to maintain and develop their competencies and skills to provide a better learning for their students. Positive challenge that appeared is the high flows of digital era that requires the teacher's awareness in the digital world. Blended learning is the concepts offered in this article to emerge the dimension of CPD that will be able to bring the learning environment which is integrated by ITC environment in order to promote 21st century skills. The ultimate goal emphasized in this conceptual paper that will be discussed is about implementation of blended learning in CPD to improve the professional competence, skills, and attitude for the physical education teacher at the elementary school.

Keywords: continuing professional development (CPD), physical education teacher, elementary school, blended learning

Education is one of the efforts to improve the quality of the community of a nation. The profession that has the closest relation to educational development is teacher. It is no wonder that teachers become the most crucial components in the educational system due to their strategic position in learning as the primary aspect of education quality improvement. Therefore, it is important for teachers to constantly foster and develop their profession.

The abovementioned should also be done by Physical Education (PE) teachers. One of the most important contents in education is physical education, which can improve the standard of physical health. Physical education represents components of global education, one of which is associated with the development of child health (Smith, 1963; Buck, Jable & Floyd 2004; Dacica, 2015). Thus, teachers should always improve their competence, including their professional competence.

One of the efforts to develop teaching profession is implementing Continuing Professional Development (CPD). According to Unesco's data (2013) in World-wide Survey of School Physical Education, the implementation of CPD policy for Physical Education teachers as a whole has not been optimum in different countries. Unesco (2013) further state that despite opportunities, some teachers tend to object to make an improvement in their learning or to develop their professional competence.

A great number of surveys that have been conducted can help the making of applicable policies on profession in relation to the purpose of continuing professional improvement and development in different countries. Indonesia addresses the concept of teacher professional development in Law Number 14 Year 2005 concerning Teachers and Lecturers Article 32

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Paragraph 1, which states "the fostering and development of teachers include the fostering and development of profession and career". In relation to teaching profession, fostering and development are integral. Both are inseparable in the effort to improve the qualification and competence of teachers, especially Physical Education teachers. Furthermore, in accordance with the Regulation of the Minister of National Education Number 16 Year 2007 concerning Academic and Competence Qualification Standards of Physical Education Teachers, either at the elementary school, junior high school or senior high school/vocational high school level, the professional competence required includes the ability to continuously develop professionalism by performing reflective actions and to follow the world's development by learning from various sources.

Some policies regarding CPD for Indonesian teachers are generally manifested in Local Teacher Working Groups (KKG), Technical Guidance (Bimtek), Teacher Education and Professional Training (PLPG), Professional Teacher Education (PPG) and Teacher Learner (Guru Pembelajar). One of the indicators in CPD process is realized through Teacher Competence Test (UKG). The aforementioned serve as an effort to improve teacher professionalism in representing CPD policy in Indonesia.

A practice that deviates from the CPD implementation can be seen from the result of UKG in 2015 that showed an unsatisfactory result of pedagogic and professional competence test. The Ministry of Education and Culture (Maulipaksi, 2016) reveals that the national UKG score in 2015 was 53.02 out of SKM score of 55. This result indicates poor optimization of the CPD that has been implemented despite an improvement from 2012. This obstacle becomes a challenge in optimizing CPD for Physical Education teachers following the world's development.

An effort that can be done is integrating CPD with information and communications technology (ICT). This is due to the fact that ICT is inevitable in the development and advancement of human civilization. According to the results of a survey conducted by the European Commission (2013), the fields in greatest need of professional development are the learning of children with special needs (20 percent) and the development of ICT skill for teaching (18 percent), while the remaining are related to new technology in working environment, multicultural teaching and multilingual setting. Furthermore, the European Commission (2013) reveals that the relationship between teacher professionalism and ICT is investigated in various studies, which show a positive correlation between teacher professionalism and classroom management in the 21st century as well as digital and information and technology literacy.

Indonesia as a developed country is among the top countries within the largest internet use category. A survey conducted in 2015 shows that as many as 88 million Indonesian people (34% of the population) were active internet users (We Are Social, 2016). Recent data show that in 2016 the number of Indonesian internet users was 104.2 million (Statista, 2016). Both surveys show that Indonesia has the largest internet market. This evidence at least serves as a supporting factor for professionalism improvement that is integrated with ICT.

An effort to optimize the professionalism of Physical Education teachers, especially those teaching in elementary schools, can be done through the implementation of CPD that is integrated with ICT. To be precise, the CPD can be implemented by applying Blend Learning (BL). This is because BL emphasizes an integration of face-to-face, offline and online composition. BL becomes a bridge in the CPD for Physical Education teachers due to the importance of face-to-face instruction in addition to ICT-based continuing professional development. This paper contains a review on CPD for Physical Education teachers at the elementary school level through blended learning.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Continuing Professionalism Development

The term for CPD is highly varied depending on the scope. For instance, there is a term *Pengembangan Profesi Berkelanjutan*(PBB) and Continuing Professional Teacher Development (CPTD) that are focused on the continuing professional development of teaching profession (Zubaedah, 2013). Those terms are not completely different because basically, CPD is an umbrella that covers the continuing professional development in all professions, such as health personnel profession. The European Union (EU) issued a report in relation to the results of CPD survey and mapping in the field of health in the period 2008-2013. Based on the results of a survey related to observation of CPD in the health profession, 21 out of 31 countries required the implementation of CPD for nurses, while for doctors, midwives, dentists and pharmacists, only 20 out of 31 countries in which the survey was conducted required the implementation of CPD (European Union, 2013).

Not only in term, has CPD also varied in definition depending on the scope of the setting. Peeke (2000) states that in the scope of higher education, CPD involves further qualification improvement, both formal and non-formal program developments. The importance of CPD especially for teachers is not only apparent in recent days. Hall (1996) states that CPD does not only support teachers in developing new skills, but also help them learn to change the entirety of their way of understanding themselves. The main point of CPD is a constant or continuous process of professionalism improvement. CPD constitutes an effort to improve and develop professional competence related to knowledge, attitude and skills of a teacher to be a life-long teacher and learner. This is because teachers have to continuously improve and develop their competence and skills for better learning.

CPD-related data in the field of education that were issued by the European Commission (2013) reveal an increase in the data collection of TALIS (The Teaching and Learning International Survey) in 2008 as opposed to that of 2013. In 2008, one out of five teachers in five out of nine countries surveyed declared nonparticipation in CPD. This shows that despite the increase, CPD remains facing a number of obstacles, especially from the teacher themselves and the policies governing it. Therefore, it is essential to identify various models of CPD suitable for teachers in order to effectively improve the quality of CPD implementation itself.

The Models of CPD

A clear selection of CPD models allows teachers to improve the quality of the CPD implemented. Lieberman (1995) clarifies three forms of teacher professional development, namely direct teaching (such as courses, workshops, conference etc.), learning at school (such as mentoring, coaching, action research and peer-teaching) and learning outside school (such as network, school collaboration, partnership etc.). Regarding this matter, Kennedy (2005) initiates CPD models that are implemented for the improvement of teacher professionalism, including:

1. training, that leans toward teacher training from instructors;
2. award-bearing, that emphasizes on cooperation with universities;
3. deficit, that emphasizes on the deficit in a teacher that requires development individually;
4. cascade, that emphasizes on the information shared by teachers who have received trainings;
5. Standards-based, that assumes that there is an effective instructional system, and it is not flexible because it is too limiting.

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6. coaching/mentoring, a peer-discussion that emphasizes on a good communication skill;
7. community of practice, the main essence distinguishing coaching/mentoring from which is that the number of community members is greater than two;
8. action research, that is related to the action research conducted in the classroom in order to improve learning;
9. Transformative, that is an integration of several CPD models selected based on a careful consideration.

Kennedy (2005) adds that even though the autonomous capacity of professionalism is greater in transformative model, it does not necessarily indicate that professional capacity should be fulfilled. Considering this notion, the selection and use of CPD model must be based on the needs and characteristics of the user. This is done with the purpose of achieving maximum results in the CPD implementation.

PHYSICAL EDUCATION TEACHER AND ICT

Physical Education

Physical education becomes highly important when it comes to the development and physical activity experience from childhood until adulthood. To most adults, the experience of physical education gained at school affects their life style at present time (during adulthood) (Pestolesi & Baker, 1990). This is because physical education serves as a bridge for childhood and adolescence (Siedento, Mand & Taggart, 1986).

Physical education is in general related to physical manipulation (Smith, 1963; Bucher & Krotee, 2002). Dwiyogo (2001), on the other hand, emphasizes that the essence of physical education is the education itself. Physical education is defined as a process in which students are educated to be physically and mentally healthy through physical activities. Pestolesi & Baker (1990) reveal that physical education attempts to understand and predict the impact of physical movements through the study and application of sciences. In general, there are a number of elements of physical education, including wellness, health, sports, exercise, athletics, recreation and other areas used in physical activities for enriching physical, cognitive, social and emotional conditions of a person in improving his or her well-being (Buck, Jable & Flyod, 2004), which are presented in accordance to the needs of the community (Pestolesi & Baker, 1990).

Regarding the urgency of general definition and goals of physical education, it is no wonder that proper physical education should be carried out since early stage, especially at the elementary school level. Physical education learning in elementary school becomes a vital part of child life (Smith, 1963). Buck, Jable & Floyd (2004) emphasize that it is important that physical education teachers become role models of their students when it comes to healthy life. Therefore, a teacher must know different needs of students in teaching physical education at school.

Physical Education Teacher and ICT Integration

The challenge for physical education in the future is partly related to the better use of technology (Buck, Jable & Floyd, 2004). Various studies show that Physical Education is not only limited to face-to-face condition in the learning, but also innovation in relation to technology integration by physical education teachers. The emerging support is through the technology mastery of physical education teachers and prospective physical educational teachers that is perceived to be high (Varol, 2014; Herguner, 2016).

The technology integrated into physical education is in general associated with the use of computer, physical activity monitor and video feedback such as PPT, video, YouTube, Pedometers, Heart Rate Monitor and Coaches Eye (Baert, 2014). Besides, some studies also show a positive improvement in the results of body movement or improvement in learning quality in physical education that is integrated with technology, not only through audio-visual media (Meureta & Meureta, 2013) and multimedia (Chen & Xia, 2012), but also games. The games referred to are Exergames (Gibbs, Quennerstedt & Larsson, 2016) and Nitendo Wii (Perlman, Forrest & Pearson, 2012).

A lot of advantages can be obtained from the integration of technology into education. However, the technology that is not properly implemented will otherwise hinder the learning process (Baert, 2011). As commonly known, the technology used has different characteristics and functions. Therefore, the right selection of technology must be the main consideration in the integration of ICT into physical education.

BLENDED LEARNING TO PROMOTE CPD FOR PE TEACHER

Blended Learning

Blended learning becomes an alternative among many learning programs available today, and it is no longer new. BL is a learning program that combines face-to-face learning with online learning (Sighn, 2003). On the other hand, Driscoll (2002) defines blended learning in a wider term dependent on its scope, either in media or learning. Dwiyogo (2014) states BL in general constitutes a learning program that combines face-to-face, offline and online learning.

BL serves as an answer for the obstacle related to the lack of direct interaction in the online-based learning. The positive impacts of this learning program for teachers may include the ability to improve teacher performance, communication and ease in learning flexibility (Cholifah, 2016). Through BL, learning can be accessed anywhere and anytime. Nevertheless, studies also reveal that the obstacles in the BL application are generally associated with the lack of facility and infrastructure as well as teachers' unpreparedness related to ICT literacy (Cholifah, 2016).

CPD with Blended Learning

The implementation of CPD through BL can be based on the learning in the 21ˢᵗ century. Teachers as professionals must also be able to completely accommodate themselves by continuously improving their competence. BL serves as a way in the implementation of CPD in the digital era. CPD models, either in the form of coaching, training, mentoring, network, workshop or any other activity can be accommodated through BL application. Traditionally, CPD model requires full face-to-face learning, but with the application of BL, the face-to-face, offline and online composition only needs some adjustment based on the needs of the users. Armellini & Stefani (2016) reveal the results of their study related to CPD area in BL that uses Garrison's concept, which consists of teaching, social and cognitive presence that both learning and cognition tend to be "more social". This is inseparable from the characteristics of BL itself which also combines face-to-face, offline and online learnings.

In relation to teaching presence, one thing that can be done using BL is remote learning. The integration through Distance Physical Education Program (DPEP) allows physical learning to be carried out with the help of ICT (Kizilet, 2010). Meanwhile, offline learning can be done through audio-visual media and multimedia (Chen & Xia, 2012; Maureta & Maureta, 2013).

There is a high chance that with technology, things that normally can only be done face-to-face finally can be done online or offline.

In the context of social presence, another effort that can be done through BL is especially Professional Learning Community (PLC). PLC is closely related to peer-supervision which requires communication between teachers in CPD implementation. Twinning et al (2013) state that ICT is perceived as an opportunity to introduce a new goal regarding the base of discussion held for the development of teacher professionalism. The use of mobile phone also makes it easy for teachers to share experience and knowledge in CPD workshop (Ekanayake & Wishart, 2015). Another effort can be done by using social media such as Facebook, Twitter and others with the purpose of strengthening learning community.

CPD emphasizes on continuous effort to develop professionalism. Related to this matter, the aspect of cognitive presence must always be improved and updated by constantly developing and improving the competence of physical education teacher. Armour, Makopoulou & Chambers (2012) state that if physical education teachers are expected to be able to grow and develop as professionals in their carrier, they should be supported with CPD system which facilitates professional growth in different supporting learning contexts. All of that must also support the area of cognitive presence because teachers are life-long learners as well.

CONCLUSION

An effort that can be done in the optimization of physical education teachers at elementary school in particular is implementing CPD that is integrated with ICT. CPD is an effort to improve and develop professional competence related to the knowledge, attitude and skills of a teacher to be a life-long teacher and learner. CPD models, either in the form of coaching, training, mentoring, network, workshop or any other activity, can be accommodated through BL application. This is because BL emphasizes on the integration of face-to-face, offline and online composition. This is due to the fact that teachers have to constantly improve and develop their competence and skills for better learning. In relation to teaching presence, one thing that can be done using BL is remote learning or the implementation of offline learning using interactive multimedia or audio-visual media. In the context of social presence, another effort that can be done through BL is especially related to Professional Learning Community (PLC). As another effort, CPD can be done using social media such as Facebook, Twitter or others with the purpose of strengthening the network of learning community. All of that must also constantly support the area of cognitive presence because teachers are life-long learners as well. The implementation of CPD through BL is expected to be able to improve the competence, skills and professionalism of physical education teachers at the elementary school level.

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