

## ELEMENTARY SCHOOL PJOK TEACHERS' PERCEPTIONS OF THE INDEPENDENT LEARNING

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### ABSTRACT

This quantitative descriptive study aims to understand how PJOK SD teachers view independent learning in the district. South Polombangkeng, Takalar district. The population in this study consisted of 32 elementary school PJOK teachers in Takalar Regency. We collected data using techniques like observation, questionnaires, interviews, and documentation. We used descriptive analysis as a data analysis technique. In more detail, the results show that in the "excellent" category, it is 3.12% (1 teacher), the "good" category is 56.25% (18 teachers), the "fairly good" group is 34.38% (11 teachers), the "not good" category is 6.25% (2 teachers), and the "naughty" category is 0% (0 teachers). Referring to the average value of 124.34, which is included in the score interval  $123.35 < X < 148.5$ , which indicates the good category, based on the results of the analysis, the research data on PJOK Elementary School teachers' perceptions of independent learning as a whole is good.

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## 1. INTRODUCTION

Rebuilding the national education system offers the concept of independent learning (Agus et al., 2021; Arung et al., 2023). To enable the country to develop and adapt to the times, we are revamping the education system. We must restore the true value of education, particularly emancipatory education, or education that aims to humanize humans (del Carmen Salazar, 2013; Polikarpova et al., 2020; Khilji, 2022). The topic of learning systems, in the context of free learning, pertains to the relationship between teachers and students. Instead of seeing the teacher as an authority figure, students and teachers partner to find and encourage each other.

In a classroom environment, the teacher's role is not to impose or standardize reality but rather to investigate the truth, reasoning abilities, and critical views of each student (Brookfield, 2015; An Le & Hockey, 2022; Hartelt et al., 2022). Thanks to the expansion of the internet and other forms of modern technology, educational autonomy is increasing. The reason is that this has the potential to create a rigid and cost-oriented education system. Schools that overemphasize administrative issues and alter their

teaching workload are two examples (Sogunro, 2012; Fraser & Lefty, 2018). Therefore, teachers, schools, and students have the freedom to be creative, innovative, and independent. Physical education classes are mandatory at all grade levels. Aiming to improve motor skills, knowledge, and behavior related to healthy and active living, sportsmanship, and emotional intelligence (Habyarimana et al., 2022; Lieberman et al., 2024). Physical education is a learning process that includes sports and physical exercise.

The educational process known as physical and health education, which utilizes sport and health, can improve a person's mental, emotional, and physical well-being. The main goal of physical education is to increase the use of movement and physical activity in the classroom (Dudley et al., 2011; Kohl III & Cook, 2013; Pangrazi & Beighle, 2019). Therefore, even within the framework of the literacy movement, which emphasizes independent learning, students tend to spend less time listening to their instructors explain their ideas. Sometimes, people mistake literacy in physical education for academic achievement in reading and writing. Physical literacy also means knowing how to move, having confidence in one's talents, and appreciating the importance of being active and its responsibilities (Edwards et al., 2017; Jefferies et al., 2019; Young et al., 2020).

In physical education, the concept of independent learning goes hand in hand with the concept of physical literacy (Almusawi et al., 2021; Parwata et al., 2021; Muarifin, 2022), in particular ensuring that students are aware of their physical health so that they can practice what they learn in class safely. Therefore, it is important for students to actively participate in sports after understanding the subject matter covered in physical education classes (Permono et al., 2021; Kusumawati et al., 2022). Researchers from Takalar Regency conducted a survey of elementary school teachers regarding this matter. Researchers found that even though there were limited learning resources, learning remained teacher-centered, and students only listened to and read textbooks and student worksheets. Tests are still part of the assessment process.

Based on these problems and conceptions, this research aims to determine the perceptions of elementary school PJOK teachers toward independent learning

## 2. METHOD

This research is descriptive and uses quantitative techniques (Creswell & Creswell, 2017; Sugiyono, 2018). To investigate a particular population or sample, researchers apply quantitative methods based on positivism. To test a hypothesis, the researcher gathers data using research tools and then conducts a quantitative or statistical analysis (Sugiyono, 2018). We conducted this research in Takalar Regency to gather relevant information about the problem.

The purpose of this research was to understand how elementary school physical education, sports, and health teachers in South Polombangkeng District, Takalar Regency, perceive independent learning. We need two groups of variables, namely variables X and Y, to achieve this goal. We obtained data for this group of variables by

distributing questionnaires to all participants who served as research samples. The results of this group of variables show the relationship between the two.

Population is a broad category that includes all the things or people that have the same characteristics that researchers choose to study to conclude (Sugiyono, 2018). This research focuses on 32 elementary school teachers in South Polombangkeng District, Takalar Regency, who teach health, physical education, and sports. Two components of a population are its characteristics and its quantity. Additionally, this research employed a purposive sampling approach, selecting the sample based on specific criteria or considerations.

Before attempting to achieve research objectives, it is important to identify research variables. Everything that will be the focal point or topic of a study is considered a variable. Research variables are essentially anything that researchers choose to study to conclude (Sugiyono, 2018). This investigation uses both independent and dependent variables. This research uses teacher perception as the dependent variable and freedom to learn as the independent variable.

This research instrument aims to measure and identify observable social and natural events. This research also uses a questionnaire to assess the value of the studied variables. We use closed questionnaires, which consist of some questions or statements, as a data collection method. The questionnaire technique collects data by distributing or asking respondents a series of questions or statements. Respondents then tell researchers what they said or how they responded to the questions.

To facilitate organization, we first need the instrument grid. The instrument's composition specifies the research variables to be studied. Variables must be defined first regarding their operations before making questions or statements. Next, select the indicator to measure. Additionally, you can divide these indicators into small parts of statements or questions.

### 3. RESULTS AND DISCUSSION

#### Results

#### **Analysis of Overall Data on PJOK SD Teachers' Perceptions of Independent Learning**

We conducted a descriptive statistical analysis of PJOK SD teachers' perceptions of independent learning in Takalar Regency. The results showed scores ranging from 88 to 161, with a mean of 124.34, a median of 129, and a mode of 129. The standard deviation was 17.116. Table 1 depicts the results of research into the views of PJOK Elementary School teachers towards autonomous learning in Takalar Regency as a frequency distribution.

**Table 1.** Frequency Distribution of Elementary School PJOK Teachers' Perceptions of Freedom to Learn

No	Intervals	Frequency	Category	Percentage
1	$148,5 > X$	1	Very good	3,12%
2	$123,35 < X < 148,5$	18	Good	56,25%
3	$98,65 < X < 123,35$	10	Pretty good	31,25%
4	$73,95 < X < 98,65$	3	Not good	9,38%
5	$X < 73,95$	0	Very Not Good	0%
	Total	32		100%

Based on Table 1, it appears that the primary school PJOK teachers' opinions regarding freedom to learn are as follows: 3.12% think "very good," 56.25% think "good," 31.25% think "fairly good," 9.38% have an opinion of "not good," and 0% have an opinion of "very bad." According to the data analysis, the majority of PJOK Elementary School teachers in Takalar Regency have a positive impression of freedom to learn.

#### Teacher Perceptions based on Concept Factors

Table 2 shows the frequency distribution as follows: views of elementary school physical education, sports and health (PJOK) teachers in Takalar Regency regarding freedom of learning in terms of conceptual factors:

**Table 2.** Frequency Distribution of Concept Factors for Physical Education Teachers' Perceptions

No	Intervals	Frequency	Category	Percentage
1	$52,05 > X$	4	Very good	12,5%
2	$43,35 < X < 52,05$	18	Good	56,25%
3	$34,65 < X < 43,35$	10	Pretty good	31,25%
4	$25,95 < X < 34,65$	0	Not good	0%
5	$X < 25,95$	0	Very Not Good	0%
	Total	32		100%

Table 2 divides the opinions of PJOK Elementary School teachers in Takalar Regency regarding independent learning into the following categories: "very good" (12.50%), "good" (56.25%), "fairly good" (31.25%), "not good" (0%), and "very bad" (0%). Based on data analysis, the majority of PJOK SD instructors in Takalar Regency have a positive view of independent learning (56.25 percent). This view is based on conceptual components.

#### Teacher Perceptions based on Content Factors

The following is Table 3, which displays the views of elementary school physical education, sports, and health (PJOK) teachers in Takalar Regency regarding freedom to learn based on subject factors.

**Table 3.** Frequency Distribution of Content Factors in Elementary School Teachers' Perceptions

No	Intervals	Frequency	Category	Percentage
1	$64,05 > X$	1	Very good	3,12%
2	$53,35 < X < 64,05$	16	Good	50%
3	$42,65 < X < 53,35$	9	Pretty good	28,13%
4	$31,95 < X < 42,65$	6	Not good	18,75%
5	$X < 31,95$	0	Very Not Good	0%
	Total	32		100%

Table 3 shows that three percent of PJOK Elementary School teachers in Takalar Regency have a "very good" opinion about independent learning, sixteen percent have a "good" view, nine teachers have a "fairly good" findings, eighteen percent have a "not good" perception. , and no teacher had a "very unfavourable" perception. The majority of PJOK Elementary School teachers in Takalar Regency have a positive view of independent learning (50%) when considering it in relation to content aspects, according to existing data.

#### Teacher Perceptions Based on Implementation Factors

In Table 4 below, the distribution of opinions on independent learning among Primary School Physical Education, Sports, and Health (PJOK) teachers in Takalar Regency depends on the variables considered when determining its implementation.

**Table 4.** Frequency Distribution of Implementation Factors Perceptions of Elementary School PJOK Teachers

No	Intervals	Frequency	Category	Percentage
1	$32 > X$	1	Very good	3,12%
2	$26,65 < X < 32$	17	Good	53,13%
3	$21,35 < X < 26,65$	12	Pretty good	37,5%
4	$16 < X < 21,35$	2	Not good	6,25%
5	$X < 16$	0	Very Not Good	0%
	Total	32		100%

Table 4 shows that of all the primary school PJOK program teachers in Takalar Regency, none are in the "very good" category, thirteen are in the "good" category, and twelve are in the "fairly good" category. Based on the effectiveness of program implementation, two teachers fall into the "not good" category, and one falls into the "very bad" category. The data analysis findings primarily show that PJOK Elementary School teachers in Takalar Regency have a positive independent learning attitude (53.13%) when considering the implementation component.

#### Discussion

The characteristics of the research participants must be known first. A total of 31 educators, aged between 23 and 59 years, participated in this study. There are 26 men and 6 women who make up the majority. They come from a variety of educational backgrounds. For example, in Takalar Regency, elementary school teachers with

degrees in physics, management, and sports education are just one example. Based on the data collected, physical education, sports, and health (PJOK) teachers in Takalar Regency have a positive view of student independence in their classes.

Teacher perceptions based on concept factors: The results of the data analysis show that PJOK Elementary School teachers in Takalar Regency generally have a positive impression of the idea of independent learning. Previous research by [Mujiono \(2020\)](#) regarding teacher perceptions of the concept of independence supports and strengthens this. Learning is in the good category, which means that under the concept of the independent curriculum, education has been good so far.

Teachers' perceptions are determined by the content concept. The overall findings are as follows: The content factor data analysis findings show that among the teachers at PJOK Elementary School in Takalar Regency, one teacher rated his perception as "very good," while sixteen other teachers also rated it as very good. "Good," nine indicate "fairly good," six indicate "not good," and zero indicates a very negative assessment.

When viewed through the content elements, the data analysis findings mostly show that PJOK Elementary School teachers in Takalar Regency have a positive opinion regarding independent learning. [Perdana \(2021\)](#) found that PJOK instructors rated independent learning as very good, so this strengthens this idea and supports the idea that the curriculum for independent learning is good.

Furthermore, according to implementation factors, teachers' perceptions are as follows: The data analysis primarily reveals that elementary school PJOK teachers in Takalar Regency have positive perceptions of independent learning based on content factors. Previous research by [Rahmi et al. \(2023\)](#) supports and strengthens this, placing teachers' perceptions of the implementation of independent learning in the high category, implying that the implementation of the independent learning curriculum is excellent.

Teachers feel that they have sufficient flexibility and support to adopt learning approaches that are engaging and relevant to students. Students may feel more engaged and have more chances to learn independently. In addition, the government provides teachers with sufficient support to enhance their understanding of the context of independent learning.

#### 4. CONCLUSION

The research and discussion results indicate that primary school PJOK teachers in Takalar Regency generally have a positive perception of independent learning. The data analysis primarily reveals that considering concept, content, and implementation factors, primary school PJOK teachers in Takalar Regency perceive independent learning positively. This shows that in the "excellent" category it was 3.12% (1 teacher), the "good" category was 56.25% (18 teachers), the "fairly good" group was 34.38% (11 teachers), the "not good" was 6.25% (2 teachers), and the "nasty" category was 0% (0 teachers). The score interval ranging from 123.35 to 148.5 includes the average value of 124.34, signifying the excellent

category. Therefore, it is suggested that the results of this research can be a further reference for larger-scale research and support learning activities related to independent learning.

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