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To cite this article: A Suherman *et al* 2019 *J. Phys.: Conf. Ser.* **1318** 012122

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Understanding the teaching style of physical education teacher in primary school through audio visual media

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Abstract. The problem of the research was how to use Audio Visual for teaching style of physical education teacher in primary school. The aim of this research was to make physical education teachers understand teaching style which was socialized through learning media of visual audio. The research method used to reveal how the process of selecting the teaching style of the primary school education teacher was quantitative method by using survey approach obtained through questionnaire instrument and observation Participants in this study were primary school physical education teachers which were amounted to 31 people with age range 35-50 years. The results obtained from this study of the 11 teaching styles of teachers, there were 6 teaching styles used by physical education teachers in primary schools. There were command style, the practice style, and reciprocal style, the convergent discovery style, and the learner initiated style. Collection of teaching style was very essential to be conducted by primary school physical education teacher.

1. Introduction

The actual fact at the moment is physical education teachers do not yet understand the teaching style of physical education in elementary school. Through audio visual media teachers can learn the various learning styles easily. Audio visual is a set of media that can be used to facilitate the understanding in revealing the materials. The use of this audio visual can be applied by teacher in introducing material related to teaching style of physical education. The importance of the use of audio visual in introducing material, it can stimulate memory to be stronger and facilitate in making program related to material which will be explained [1].



Figure 1. Media used in socialization of teaching style of physical education teacher.



The use audio visual helps teacher's understanding in learning teaching style of physical education that can be applied in subjects through interaction with students. It is to enhance the interest to learn in physical education subject.

A teaching style is a slackly related set of teaching techniques. The word 'style' as states the portion of style and instability in teaching. Teaching style is as the teacher's attendance and the nature and quality of our happenstance with students. Teaching style is related with numerous discernible crowds of classroom teaching activities, which are reliable flat still the contented that is existence trained that can amendment. Teaching style is viewed as an actual configuration of desires, principles, and activities that teachers exhibition in the schoolroom. That style is multidimensional and touching how teacher's extant evidence, relate with students, accomplish schoolroom chores, manage prep, mingle students to the turf, and advisor students e.g [2,3]. The stint teaching styles raises to the vision that altered persons study evidence in altered methods. In modern periods, the conception of teaching styles devises gradually enlarged effect. In this article, we define the profound attention and conversation that the notion of teaching styles devises produced amongst expert educationalists at all ranks of the educational structure. Likewise, the teaching styles conception seems to devise varied reception not lone midst educationalists. This reception is perchance not astonishing as the teaching styles hint is keenly encouraged by retailers contribution several altered trials, valuation manoeuvres to relief educationalists ascertain their students' learning styles and acclimatize their instructional methods consequently e.g [4,5].

This research purposed is so teachers can know 11 teaching styles. The use of teacher teaching styles that do not fit the sequence of learning not only will not work, but this may have an impact on student safety. Recognizing the importance of teaching style is making a physical education teacher to must understand the various styles of teaching that fit to be used in accordance with the characteristics of elementary school students in physical education subjects. There are all kinds of teaching styles a physical education teacher should have in elementary school. In this study, teaching style refers to the eleven teaching styles of Mosston's Teaching Style Model [6] namely The Command Style, The Practice Style, The Reciprocal Style, The Self-Check Style, The Inclusion Style, The Guided Discovery Style, The Convergent Discovery Style, The Divergent Discovery Style, The Learner-Designed Individual Program Style, The Learner-Initiated Style, The Self-Teaching Style Physical education teachers in elementary schools that can choose the different styles of teaching that match the complexity of the subject matter and characteristics of elementary school students. e.g. [7,8].

2. Method

Physical education teacher understood teaching style through steps that began with socialization of teaching style material of physical education through video of teaching style sequentially from teaching style. Furthermore, it was tutorial of teaching style through available modul, conducting practice of physical education learning using curriculum material of physical education for elementary school and analysis related to advantages and disadvantages of each teaching style.

There are 4 steps of activities in this research. 1) Socialization that carried out with purpose to introduce 11 teaching styles. Socialization to physical education teachers are given to 31 teachers through audio visual media in Elementary Schools. 2) The modules in this study are given to strengthen the teacher's understanding of 11 teaching styles. In the use of the module was carried out by collaborating in between elementary school physical education teachers. 3) Teachers who are familiar with the teaching style can then implement it in learning according to the characteristics of elementary school students and refer to the 2013 curriculum on core competencies and basic competencies derived into indicators. 4) The next step is to analyze the strengths and weaknesses of each teaching style that has been implemented by physical education teachers in elementary schools. So that the teacher can adjust which teaching styles that can be adapted to the needs of the child during learning activities.

Data analysis was conducted by organizing data, translating into units, synthesise, arrange into the pattern, choose what is important to be learned and make a conclusion. Data analysis in this study used

descriptive statistics that serves to provide an overview of the object under study through the sample population data as it was without doing the analysis and making conclusions that apply to the public [9].

3. Result and discussion

Research showed that after participating in socialization through audio visual method, teachers could understand 11 teaching styles of physical education. So that teachers can be motivated in teaching by using physical education teaching styles in the field. And there is reinforcement in a more perfect direction to be carried out in accordance with the characteristics of teaching in elementary schools.

After the use of module that content 11 teaching styles method, teachers become more skillful in teaching both inside and outside the classroom. The opening of knowledge in learning teaching. As well as teachers can appreciate fellow teachers of physical education in using teaching styles during fieldwork.

Results of teacher implements the teaching styles in the field are the teacher able to distinguish the characteristics of students, so that teacher can serve children with various teaching styles according to what is needed. Thus the existence of various types of teaching styles, giving rise to teacher creativity and can facilitate in applying teaching styles to deal with differences in student characteristics (initiative) in physical education in elementary school.

After being analyzed through the practice of teaching styles of physical education teachers in elementary schools, there are advantages in teaching styles that are often used by teachers such as command teaching styles, the practice style, self-teaching styles and inclusion styles, while there are other teaching styles that rarely done by teachers when practicing it in the field. This is related to the lack of teaching hours of teachers in habituation of using 11 teaching styles.

The following was a breakdown of the new variable “number of teachers” that reported the number of teachers indicated using style teaching in their physical education programs: commando styles ($n=6$ teachers), Practice styles ($n=3$), resiprcal styles ($n=3$), self-Check Style ($n=2$), Inclusion styles ($n=2$), Guide Discovery styles ($n=2$), Convergget Styles ($n=2$), Divergent styles ($n=2$), Learning Design Style ($n=3$), learning inisiated style ($n=3$) and self-teaching styles ($n=3$).

Table 1. Means and standard deviations for teachers’ teaching perceptions of styles.

Teaching Style	Experience	
	Mean	(SD)
The Command Style	20,84	2,20
The Practice Style	15,78	1,69
The Reciprocal Style	14,59	2,37
The Self-Check Style	11,81	1,45
The Inclusion Style	15,65	1,76
The Guided Discovery Style	12,87	1,49
The Convergent Discovery Style	12,06	1,70
The Divergent Discovery Style	15,25	1,72
The Learner-Designed Individual Program Style	12,22	1,56
The Learner-Initiated Style	11,91	1,75
The Self-Teaching Style	12,67	1,59

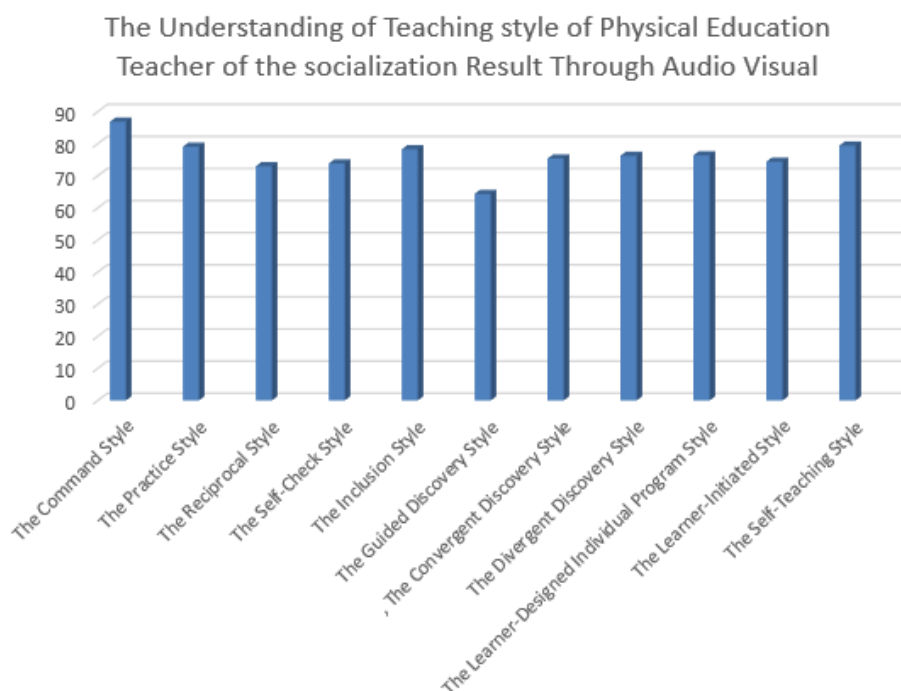


Figure 2. The ability of teachers to use learning styles.

From the results of research that had been done only some of the teaching styles which were used in the learning. This command style was most widely used, while the style of teaching that was rarely used by elementary school physical education teachers that was the guided discovery style. The central characteristic of the Command style was exactitude performance replicating an expected response or performance on clue. In the structure of the Command style the person of the teacher is to make all the results, and the person of the student is to shadow these conclusions on clue. When this performance was accomplished, the following objects were extended in subject difficulty and in behavior. The actual roles (conclusions) of the teacher and student in the Command style produced an actual set of products. The consequences could be equated to the estimated usual of aims that this conclusion relationship product to conclude the degree of correspondence (arrangement) that transpired among the envisioned set of objects and the definite classroom action. When every of the overhead objectives ascend, the conclusion structure of the Command Style self-control central to them. Thus the style of command is frequently complete by elementary school physical education teachers in Sumedang [6].

The guided discovery style was between command style and self-check style. So this style of teaching became bias, whether learning include child-center or teacher center. [10] revealed that peer and inquiry teaching styles such as the reciprocal and the guiding discovery respectively promoted a more mastery oriented motivational climate than direct teaching styles (the command and the practice teaching styles).

4. Conclusion

The use of audio visual media can help teacher of physical education teacher in understanding teaching style of physical education subjects. the teaching styles which are understood sequentially are command style, reciprocal style, inclusion style, practice, self-teaching style. Whereas teachers do not really understand self-examination style, guided, convergent, divergent and guided discovery.

The results attained from this study of 11 teaching styles, record physical education teachers in elementary school use the command style, the practice style, self-Teaching Style and Inclusion style. While the guided discovery style, the reciprocal style, the self-check style only a small portion is used.

Acknowledgments

We would like to thank education program of elementary school teacher physical education Universitas Pendidikan Indonesia Kampus Sumedang on the award of research grants through RKAT. And thanks to the reviewers who have provided reaction on our paper.

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