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Teacher Interaction: A Qualitative Analysis Study in Assessment Learning

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Abstract

This study aimed to determine the barriers to communication and instruction in physical education learning in the lower grades. This research method is qualitative, with a research design using a naturalistic inquiry paradigm. In this case, the obstacles analyzed are the obstacles to the interaction of elementary school physical education teachers with the learning of low-grade physical education teachers. Interviews, observations and documentation are used for data collection. As well as using source triangulation as the validity of research results. The results explained the perception of teachers and principals of the problem, namely the interaction of the teacher. The interview results emphasized; 1) interaction, 2) type of communication, 3) approach, 4) strategy, 5) use of language, 6) gestures, 7) compound intelligence, 8) teacher difficulty, 9) increased interaction, and 10) physical education learning. This research proves that communication barriers and instructions regarding the interaction of PJOK teachers in the learning of adolescents in the lower grades are said to have sufficient obstacles in their application, as well as how to overcome the challenges. This can be proven from the teacher's perception of the way of communication and the instructions presented, although there are still limitations regarding small data sources. It will be a record for further research, i.e. the use of different methods.

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INTRODUCTION

The term 'EDUCATION' is derived from the Latin words—' Educare, Educere, Educo and Educatum' 'Educare' means 'to raise' or 'to feed', 'Educere' means 'To draw out' or 'to proclaim' 'Educo' means 'to lead out

of 'Educatum' means 'Action in teaching or instruction' 'Educere' means to draw or bring into being. Whereas Educare or Educere mainly shows the development of children's latent abilities. (Wijaya & Helaluddin, 2018) Education is a place for developing every

aspect of life on how to know and try things that have never been experienced in life and then become someone who can be reliable in specific fields. Education aims to develop life's physical, mental, emotional, social, moral and spiritual aspects. Education is a process that occurs over a lifetime (Marwah, Syafe'i, & Sumarna, 2018). Starting from the cradle to the grave. In a broader sense, the teacher in the educational process is a friend, philosopher and guide.

Physical education is the development of students' physical competence and knowledge of movement and safety, as well as their ability to use them. This facilitates various interrelated activities to develop an active and healthy lifestyle. In (Lengkana & Sofa 2017), Physical Education is Education that brings improvements and changes in human performance with the help of physical activity. Physical education is also considered motion education as life, and this states that life is characterized by motion or movement starting from the birth of a child until the end of life. (Nugraha, 2015) Mental, intellectual, emotional and social development is also very much needed by growing children and is very dependent on and closely related to physical development. Individuals who are physically healthy and fit have a well-balanced personality and are mentally sharp, emotionally stable and socially well-adapted.

In the role of PJOK (Bangun, 2016) As well as the efforts of the teacher's role to improve the character of students through Physical Education (Arifin, 2017) and (Iyakrus, 2019) regarding the critical role of

Physical Education. The teacher is a facilitator to support learning (Goodyear & Dudley, 2015), especially in teaching matters. The teacher should communicate a purpose for learning physical education so that there is no misunderstanding about the purpose of physical Education (Redelius, Quennestedt, & Öhman, 2015). However, in the course of learning, there are problems (Mashud, 2019) faced by teachers, especially in communication and instruction during learning. Communication must also be by children's understanding, especially elementary school children with low grades.

Lower-class elementary school children still need help communicating something or understanding words and instructions when learning physical education. In addition, the teacher must be creative in composing words or instructions that can be understood and understood easily. Teachers must be innovative in designing a lesson (Palamarchuk et al., 2020), especially the problem of delivering simple communication acceptable to elementary school children. In addition, things must be considered in the delivery of physical education learning activities in elementary schools when outside the classroom, the teacher must focus the child's concentration on this learning.

It is easy for children to lose concentration outdoors, especially during PJOK learning activities in the open field. What the teacher must prepare is communication and instructions so that the child can focus and concentrate on the learning that is currently being carried out. Teacher-

centred communication may be difficult for children to digest regarding the role of contextual delivery in the form of a complicated movement in sports activities is the forerunner of a child's loss of perception during learning. Measuring a teacher's effectiveness (Rink, 2013) is essential to be more sensitive to communication problems, and instructions were given to these low-grade elementary school children.

Unfortunately, the picture or potential shows a problem often found in the elementary school environment when teachers have difficulty conveying communication or instruction in low grades. In (Aggerholm, Standal, Barker, & Larsson, 2018), an outline teaches physical learning an essential meaning for children, namely leading to a fun physical education context (O'Connor, 2019). Then, the importance of physical education in elementary schools (Beni, Ní Chróinín, & Fletcher, 2019) is also related to how to communicate in teaching about proper physical education. (Lengkana, Rahman, et al., 2020) Unfortunately, the teacher does not provide specific communication or information but in words that are easy to digest for the meaning of children during learning activities, even though it is a small thing that is sometimes forgotten to pay attention to, even though a significant influence will be felt if this can make a study of the problems faced by children and the problems experienced by teachers.

In literature (Dinamika, Dasar, & Febrianta, 2019) in Indonesia, many teachers still need to pay more attention to basic things,

such as understanding how to communicate an appropriate action for the age or the reasoning power possessed by children in lower grades. Therefore, research like that is essential to be explored again to get information for teachers (Laksana, 2021) to understand that good communication will significantly affect learning activities and give a meaningful impression for every school lesson. Therefore, the purpose of this study is to provide a perception of how to provide information from good communication that is easily understood by low-grade elementary school children, as well as providing options in the form of words or instructions that can help teachers in practical physical education learning activities.

METHODS

In this type of research, qualitative research with the natural inquiry paradigm (Lincoln, Guba, & Pilotta, 1985) generates data, reduces and inserts data (presentation of data), as well as verifies and concludes data regarding realistic and actual fields from the point of view that does not use quantification data, if only quantification data assist data in the interests of analysis. (Koch, Niesz, & McCarthy, 2014) The data that is successfully obtained will be arranged in an organized manner within a specific frame of mind, producing descriptive data that has been made during the research so that the data has meaning and can explain the focus of the matter being researched. Researchers, as human instruments, before carrying out work, must have notes regarding preparation,

feelings, and expectations for themselves as the key to data collection.

This study used participants of teachers and school principals using a purposive sampling technique. This is a non-random sampling technique where researchers use samples that contain specific characteristics based on objectives, and this is one way to find research problems (Campbell et al., 2020). The researcher makes these characteristics according to the desired data when the data is obtained. For this reason, teachers and principals provide data on the research objectives to be explored. This allows for getting accurate data as needed.

This study uses interviews, observation and documentation to collect data. Questions were sent via the WhatsApp application to the principal, physical education teacher, and sports at SDN Ciluluk II. According to the agreement, the questions prepared for the day can be adequately prepared. Direct observation was used during the interview (Phillippi & Lauderdale, 2018). Then after the data is collected, determine the problems and solutions that can be presented regarding teacher interaction in communicating and instructing physical education learning. Data collection using interviews is a research technique for obtaining data, and informants are data sources. Interviews were conducted directly at the place, distance and time provided to help researchers provide focused data and answer problems (Ridder, 2014). The next stage is observing the source of the main issues in the field with the five senses (Pustejovsky & Runyon, 2014). The

observation method is participant observation, where the observer remains silent in observing and is active when the problem object is being studied.

As well as this research uses data analysis using interviews, observation and documentation methods (Peters & Halcomb, 2015). The research success criteria and the data's validity are measured through four criteria: 1. Credibility (Internal Validity), 2. Transferability (External Validity), 3. Dependability (Reliability), 4. Confirmability (Objectivity). In the first stage of data validity or data checking Using Triangulation (Bachri, 2010), qualitative research relies heavily on data records from the results observation, interview transcripts, and document analysis (Zamili, 2015). Second, make transcripts of questions to be asked to informants, namely knowing the phenomenon of teacher interaction which is still challenging to determine the communication and instructions to be given. Distributing questions to be submitted to informants. Followed by describing data or description of research data. The last is data analysis using the code depicted in the text, in which each teacher and principal respondent continue to find the source of the problem and research decisions (Hemphill & Richards, 2018).

FINDINGS AND DISCUSSION

The research collected data from interviews, observations and documentation involving teachers and school principals. In finding problems within the scope of physical education learning in elementary schools

regarding teacher interaction to communicate and instruct, there are still obstacles to fulfilling effective and meaningful learning. In the implementation of teacher learning, it is still challenging to determine two-way communication that is understood by low-grade elementary school children, namely grades one through three.

As a result, students need help to follow the teacher's words (Damayanti, 2015) to follow the instructions immediately. Because of this, the teacher must have a good understanding and knowledge to provide the best teaching for children. Also, sometimes the teacher gives instructions that are too difficult for children, such as carrying out movements that are explained using language that children need help understanding. However, it is a challenge for teachers to be able to develop in each of these Physical Education learning activities. This case occurs not only because of the teacher's understanding factor but in this case, and it should also be highlighted by students whose understanding patterns are still limited to at least understanding what the teacher means. This is a very trivial problem, but the impact that will be felt is so significant that this states that the delivery of sound, excellent and exciting teachers will be the key that can change the order of ongoing learning activities (Wardhani & Wahono, 2017).

Then in the grammatical system (Kurnia, Taufiq, & Silawati, 2018), which is still very limited, children are still limited in understanding all the communications made by the teacher, for example, when the teacher is explaining floor exercises, namely the

material Roll forward, children still have difficulty understanding what is meant This must be presented in advance so that the child understands what a front roll is. To make the time available in learning cut off by first explaining what the front registration is, what gymnastics is and whatever is being and will be known. This takes a lot of time and effort.

Even when learning, children are difficult to arrange in terms of lining up. That is an example that early childhood in the range of 4 to 7 years is still egocentric and cannot position themselves (Syam, Damayanti, Tarbiyah, Islam, & Alauddin, 2020). for this reason, communication in the field must also have a disciplinary impact on children so that they are used to the learning that will be applied. The teacher must be unique in delivering communication and instructions so that the child focuses on the teacher. The child can give his views on what will be shown in the delivery of material physical education.

Based on the concept map image above, the researcher found an identification that fulfilled the data needed by the researcher; (1) interaction is a necessity that needs to be carried out by teachers, especially in physical education learning. This can cause a teacher's performance to increase, the effectiveness and understanding found will become more meaningful, and the goals in each activity can be adequately achieved. This agrees with (Tsai, Liao, Chang, & Chen, 2020). increasing two-way interaction between teachers and low-grade students is the principal capital to have an idea of how to deal with poorly understood interactions by children, then

improve it as best as possible in the knowledge and understanding of the teacher or the experience carried out by the teacher. (2) the type of communication is something that every teacher must understand to meet the needs of patterns of communication procedures that are effective and easy for children to understand. This is important, considering that children are still limited in this communication. This aligns with the opinion (Bell & Condren, 2018). Knowing the type of communication is an easy way to give special treatment to the different behaviour and characteristics of each individual. It will be beneficial if the teacher knows each type of communication used in

this physical education lesson. (3) a perfect approach will also make a meaningful impression on students. children who are the forerunner of good lines of communication (Mulya & Lengkana, 2020) as well as physical education learning will also be conveyed with things that are better known by the teacher (İlhan, 2014). Taking the right approach is a necessity for teachers, especially to give moral and educational messages must be by the learning approach that can make students' character develop by the goals of national education in the realm of physical education learning



Figure 1, Interview Data Analysis by NVIVO

(4) strategy is an action that relies on knowledge and experience, for how a physical education teacher's mindset regarding learning to be conveyed in communicating and instructions that are more acceptable and meaningful then becomes a significant capital in making solutions to the difficulties that are

being felt (Casey & Goodyear, 2015). strategies in conveying material are also essential to maximize the physical education learning that you want to convey, for example using cooperative learning or peer strategies that the teacher might use in explaining the material that will and has been studied will

produce the art of teaching, which makes the learning atmosphere lively and fun. (5) the use of language is the core of every communication, and instruction to be conveyed using the correct language will make it easier for children to get a knowledge or impression that is important for every life when learning takes place, for that is why grammar in providing this learning material is necessary.

Understanding children's language still needs to be improved (Anggraini, 2021). Children are still lacking in the vocabulary of the language they have, for the language that needs to be considered is how to convey the language used in everyday life, such as Sundanese and requires the teacher's creativity to wrap this delivery into the child's imagination which can be understood by the child, for example, if the child is Doing floor gymnastic learning, namely children are told to roll forward, they will not understand, they are brought to fantasize like imitating round objects with their body shape and then moving round things like that, will give an impression that is easy to understand and at the same time trains children's imagination in making imitation movements. (6) gestures or styles in teaching when learning takes place will also positively impact child psychology. It will be felt that body movement, speech styles, and eye gazes will all become weapons for the teacher to make approaches and strategies that will be given later that are interconnected with what we will convey in learning (Sudirjo & Alif, 2021). the child will respond to the style produced in every physical education lesson

by how we feed back the communication that the child has given. For example, in the child's communication and interaction patterns, the required gesture is to become part of the child's world in such a way as to produce a meaningful learning ethos and treat children with full attention, which makes learning about physical education will continue to be in demand and favoured by children to not only be learning. Who is involved in the world of sports and health but changes the mindset about the importance of education itself.

(7) multiple intelligences are integral to each child's intelligence. Multiple intelligences (Machali, 1970) are very diverse. Teachers must know that children are not required to be what the teacher wants but that the interaction pattern given communication and instructions will feel different for each child. (Delgoshaeia & Delaware 2012) involve the teacher's knowledge factor, so it is wise to provide approaches and communication bait strategies that trigger understanding that low-grade children in physical education learning can digest. This multiple intelligence makes children diverse, which becomes an obstacle and a challenge for teachers to overcome. In physical education learning, when providing interactions in the form of communication and instructions, the most highlighted this case is the individual intelligence factor, which relates to the strategies and approaches teachers will use. (8) the teacher's difficulty in providing interaction with children is a factor that causes teacher difficulties. Namely, the lack of knowledge makes communication and instructions difficult for children to understand

in physical education learning in low grades. (Pratiwi & Ediyono, 2019) and teachers should provide varied and fun learning; to obtain it, they must also provide good interaction. If the games in learning are carried out with many variations, it will be in vain if the teacher still conveys the material. Children will feel they need help to understand what they are learning.

(9) increased interaction, if the above has been done, there will be an increase in interaction that will be felt by the teacher as a sign that is being carried out in learning conveyed regarding language, gestures, approaches and strategies that are applied accordingly. However, it is not necessarily as satisfaction in learning. There is still a little evaluation that must be done. Making this research an indicator that needs to be carried out by every bound element, such as the school principal, who must know about the problems faced by teachers and the targeting of supervision that is carried out is something that must be done so that applicable laws and regulations achieve all educational goals. (10) the last one is physical education learning regarding interactions in the data, mentioning that there are indeed difficulties in the ongoing learning process. But it does not necessarily go well, but the reason it is difficult for children to fulfil this interaction is the factors that have been present in this learning which has been discussed above, such as language, gestures, approaches and learning strategies that can maximize the delivery of this interaction according to with the needs of children and does not eliminate the essence of PE, which is

meaningful and significantly influences the character that qualified and creative teachers want to produce.

Discussion

As well as in cases commonly encountered in learning activities and life activities outside of education, there are still many obstacles that occur when someone expresses an opinion and then the child captures that information with an elementary understanding (Education et al., 2016). then the pattern of language development dramatically determines what type of communication is suitable for each child (Marisa, 2015). Children only understand simple language, more to the sounds and tones usually heard when the child is aged 1-3 years. Suppose the child is trained to know communication naturally. In that case, the child will respond to forms of communication that are felt to be understood by the child and then become a simple language of communication. (Ross et al., 2011).

In other cases, many children still have delays in speaking or communicating that perception (Maharani & Abidin, 2022). , 2016) experienced this delay in speaking, but with this delay too it becomes a child's body carrier, develops the child's social spirit, and impacts learning that occurs at school, especially in physical Education (Morgan, Delehanty, Cleary Dillon, Schatschneider, & Wetherby, 2020).

Playing gestures (Alkan, Coe, & Eichler, 2011) is also highly recommended for communication, considering that the world of

adults and children is very different. Teachers must be able to be fun peers so that children do not feel that they are communicating with adults who, during learning, are not understood by the child. The learning that children want is to play quickly and understand the meaning of learning that is presented in language and gestures that are very understandable to these low-grade elementary school-age children.

The explanation above shows that the problems experienced by teachers in conveying communication and instructions included in an interaction need special attention. (De Houwer, Bornstein, & Putnick, 2012) Regarding what is said in physical education learning for low-grade children, which incidentally still has limitations in understanding the language used by the teacher to be transcribed in simple child patterns in speaking and communicating, for example, maybe the language is too high for children to be changed by simply using simple language and bringing the child to fantasize and imagine, it is more advisable. Knowing what needs to be underlined in this interaction are: (1) the teacher chooses simple language in physical education learning and instructions made with hand or body movements so that correct understanding is obtained. (2) the gestures shown are closely related to the essence of learning and have a psychological impact, forming an understanding that keeps children undisturbed (Maguire et al., 2015). Gestures that need to be considered are hand movements, body movements, facial expressions, and speech styles adjusted to the

multiple intelligences possessed by these low-class children. (3) the learning approach must be learned to adjust the child's needs and the material conveyed during this physical education lesson. Understanding the context of this approach also needs to be studied by teachers to get renewable sources of knowledge. (4) In physical education learning strategies to meet these diverse interaction patterns, the teacher is expected to make in-depth observations about the student's background so that the strategy will be carried out with the background of students who have been counselled by the teacher to the student's parents.

Moreover, after the pandemic, there was a marked difference in motivation (Campillo-Ferrer & Miralles-Martínez, 2021) to study, which had been hampered by the pandemic and then gradually returned to normal. However, the enthusiasm to return to learning is also affected, and a wrong understanding is produced due to the usage of telecommunication media, making it easy make children lazy to do learning seriously (Hidayat, Rohyana, & Lengkana, 2022). this also causes some delays in learning, which does not mean that online learning is only focused on providing the material as a whole on the internet. Still, character education needs to be echoed again, considering the primary purpose of education is not only to educate but the meaning involved in it is to enable individuals to make ends meet, which also humanizes humans.

Even in the case of this pandemic, physical education learning was severely

disrupted. In ordinary face-to-face learning, lower graders sometimes need help understanding the teacher's meaning. Especially if telecommunication media causes many problems experienced in which the teacher directly feels the impact. (Candra & Kurniawan, 2020) Even emotional matters need to be considered to get high motivation in the future because the basis is necessary for why children want to learn. In this case, it is also related to the teacher's interaction which is usually in the media to direct, but what is felt when the data is found states that there is indeed a relationship why this interaction is experiencing difficulties.

CONCLUSION

Based on the findings from interviews and observations about teacher interactions, it was found that teacher interactions occur when physical education learning is inseparable from the knowledge, understanding and experience of the teacher in dealing with these low-grade students. Also, communication and instructions during learning need to be paid attention to, bearing in mind that during observations, children still feel that they do not understand what the teacher means. This results in ineffective and meaningful learning. Besides that, there needs to be attention given that children still have limited vocabulary and reasoning that still need to be formed to understand the language communicated and the instructions given by the teacher. In (to Lengkana, Suherman, Saptami, & Nugraha, 2020), this is also the role of parents in

increasing interaction within the family which encourages social interaction between families which shapes children's mindsets about the importance of having traits or characters that can appreciate the excellent family environment.

For this reason, special treatment is needed regarding this interaction, for example, choosing words and language that are easy to understand and body gestures that can be understood. The approach also contributes to solving this problem. The more you know about a sound system, the more children will understand what the teacher means. Then the strategy owned must be by the multiple intelligences possessed by the child himself. That will be a significant asset for the teacher to provide fun and meaningful learning and improve the learning atmosphere. Moreover, this can be related to (Muhtar, Supriyadi, & Lengkana, 2020) character education that parents or teachers will give to children if the fulfilment of the knowledge of teachers or parents can be in harmony with multiple different bits of intelligence will get good character education results and by what is needed by the child's developmental and psychological abilities that will be accepted.

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