



The Application Of Practitioner Research As An Effort To Develop The Professionalism Of Physical Education Teachers Of SMPN 2 Majene

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ABSTRACT

This study aims to examine the application of practitioner research as an effort to develop the professionalism of physical education teachers at SMPN 2 Majene. The research uses a qualitative approach with narrative design to explore teachers' perspectives on the application of classroom action research in supporting their professional development. Data were collected through semi-structured interviews and analyzed using thematic analysis. The results of the study showed three main themes, namely the steps to implement practitioner research, obstacles in its implementation, and teachers' expectations for the implementation of the research. The efforts identified included participation in training and workshops, tracing learning resources through books, journals, and tutorials, and consultation with experienced teachers and physical education experts. The obstacles found include limited understanding of classroom action research, difficulties in determining appropriate learning materials and methods, and the need to adapt to the implementation of research. Overall, the application of practitioner research received a positive response from teachers. Teachers view classroom action research as a means to understand the needs of students and determine more appropriate learning methods, so that it is expected to create more enjoyable learning and improve student learning outcomes. This research emphasizes the importance of strengthening pedagogical competence through classroom action research and school support in the form of training and mentoring for physical education teachers

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1. INTRODUCTION

Teacher professionalism is one of the important aspects that determine the quality of education. Teachers are not only responsible for delivering learning materials, but also need to have the ability to design, implement, and evaluate the learning process according to the needs of students. These demands also apply to Physical Education, Sports, and Health (PJOK) teachers, who have the responsibility of developing various aspects of students, including physical, motor, cognitive, and affective aspects. Therefore, the professionalism of physical education teachers is not enough to be demonstrated through mastery of sports materials and skills, but also through the ability to understand the characteristics of students and determine appropriate learning approaches. Thus, the development of teacher professionalism is an important need to support the creation of an effective and quality learning process.

One of the efforts that can be made to develop teacher professionalism is through *practitioner research*, which is research activities carried out by practitioners to review and improve their professional practices. In the context of education, this approach is related to classroom action research that allows teachers to identify learning problems, understand student needs, plan improvement actions, and evaluate learning implementation. Burns (2009) explained that *practitioner research* can be one way to develop teachers' professionalism through improving research skills so



that teaching practices become more effective. In line with the views of Stenhouse (1975) and Hargreaves (1999) discussed in this research report, teachers should not only be users of educational knowledge, but can also contribute to knowledge development through the assessment of experiences and problems faced in learning practices.

The application of *practitioner research* is relevant in PJOK learning because teachers are faced with the diverse needs and characteristics of students. Through classroom action research, teachers can identify learning difficulties, consider the suitability of learning materials and methods, and evaluate the actions applied. This process provides an opportunity for teachers to develop reflective and pedagogical skills based on real problems in the classroom. In addition to supporting the improvement of learning practices, the results of research conducted by teachers also have the potential to be a source of knowledge that can be used to understand and overcome physical education learning problems. Thus, *practitioner research* can be seen as one of the approaches to professional development that connects teaching experience with the scientific assessment process.

However, the implementation of classroom action research requires an understanding of research procedures, the ability to identify learning problems, and the skill of determining actions that are in accordance with the needs of students. This research report identifies the existence of the problem of professionalism of physical education teachers and the importance of examining the application of classroom action research as one of its development efforts. Research on classroom action research has been discussed in various studies summarized in the report, but research that specifically reviews the application of *practitioner research* in relation to the professional development of physical education teachers is still considered necessary to be studied in more depth. Therefore, it is necessary to explore the perspective of teachers regarding the application of this approach, including the steps taken, obstacles faced, and expectations for their professional development.

Based on these problems, this study aims to examine the application of *practitioner research* as an effort to develop the professionalism of physical education teachers at SMPN 2 Majene. This research focuses on the steps taken by teachers in studying and implementing classroom action research, the obstacles faced during the implementation process, and teachers' expectations for professional development through research activities. The results of the research are expected to provide an overview of teachers' experiences and perspectives in utilizing classroom action research as a means of developing pedagogical competence. In addition, the findings of the research are expected to be considered for the school in facilitating teacher capacity building through classroom action research training and assistance.

2. RESEARCH METHODS

Research Design

This study uses a qualitative approach with a narrative design to explore the perspective of physical education teachers regarding the application of *practitioner research* as an effort to develop professionalism. This design is used to understand the teacher's experience, the steps taken, the obstacles faced, and their expectations for the application of classroom action research in PJOK learning practice. The qualitative approach allows the researcher to explore the participants' experiences and views in depth according to the research context.

Research Participants

The research participants were Physical Education, Sports, and Health (PJOK) teachers at SMPN 2 Majene who were willing to be involved in the research. The participants' willingness to participate in interviews and participate in classroom action research activities was a consideration in their involvement. To maintain the confidentiality of their identities, participants were given codes, such as Teacher #1 and Teacher #2, in the presentation of research results.

Data Collection Techniques

Data collection was carried out through semi-structured interviews using interview guidelines that focused on the application of *practitioner research* in the professional development of physical education teachers. Interviews were conducted to obtain information about teachers' efforts to study and implement classroom action research, obstacles during its implementation, and expectations for improving pedagogical competence and PJOK learning quality.

Interviews are conducted individually using the Zoom application and are recorded after obtaining permission from the participants. The interview recordings are then transcribed so that they can be reviewed repeatedly during the analysis process. In addition to interviews, research reports also include observations and documentation as supporting data collection techniques. The use of these techniques is intended to complement information about the experience and implementation of classroom action research in the context of physical education learning.

Data Analysis Techniques

The research data was analyzed using thematic analysis with an inductive approach. The analysis process was carried out through transcription and review of interview data, coding of relevant information, grouping of codes based on emerging patterns, formation of themes, and interpretation of findings according to the focus of the research. The

theme was developed based on the patterns identified in the participant data, not fully determined before the data was analyzed.

To ensure the suitability of interpretation with the information submitted by the participants, this study also uses *member checking* after the interview data is transcribed. The process is carried out to examine and reconstruct the data based on the participant's confirmation. The results of the analysis are then presented descriptively based on the main themes related to the steps of implementing *practitioner research*, the obstacles to its implementation, and teachers' expectations for professional development through classroom action research.

3. RESEARCH RESULTS

Description of Research Data

This study examines the application of practitioner research as an effort to develop the professionalism of physical education teachers at SMPN 2 Majene. Data were obtained through semi-structured interviews that were recorded and transcribed for thematic analysis. The results of the analysis produced three main themes, namely (1) the steps taken by teachers in implementing practitioner research, (2) the obstacles faced in the implementation process, and (3) teachers' expectations for the application of practitioner research in professional development.

Participant Characteristics

The research participants consisted of ten teachers whose identities were disguised using the codes Teacher #1 to Teacher #10. Participant characteristics included gender, age, educational background, and teaching experience.

Table 1. Characteristics of Research Participants

Participant code	Gender	Age (years)	Education	Teaching experience
Teacher #1	Male	55	D3	30 years
Teacher #2	Male	42	S1	18 years old
Teacher #3	Women	32	S1	5 years
Teacher #4	Women	37	S1	13 years
Teacher #5	Male	40	D3	33 years old
Teacher #6	Male	45	S1	4 years
Teacher #7	Male	56	S1	18 years old
Teacher #8	Male	39	S1	12 years
Teacher #9	Male	28	S1	2 years
Teacher #10	Male	32	S1	2 years

Participants consisted of eight males and two females, with an age range of 28–56 years. Eight participants had a S1 educational background, while the other two had a D3 education. The participants' teaching experience ranged from 2 to 33 years. Thus, the research data included teachers with diverse teaching experience, ranging from relatively new teachers to teachers who had more than three decades of teaching experience.

Steps to Apply Practitioner Research

The results of the interviews showed that some teachers are still studying classroom action research and have not fully mastered its implementation. Nevertheless, teachers have identified a number of steps that can be taken to expand knowledge and improve their ability to apply classroom action research.

These measures include participation in training or workshops, use of written and digital learning resources, and consultation with experienced teachers and physical education experts.

Table 2. Interview Findings on the Steps to Implement Practitioner Research

Participants	Interview findings	Interview date
Teacher #1	Attend classroom action research-related training and workshops to gain initial insights.	October 8, 2023



Teacher #2	Watch classroom action research tutorials via YouTube and read relevant reference books.	October 8, 2023
Teacher #3	Find sources of knowledge about classroom action research through the Scholar database.	October 8, 2023
Teacher #4	Attend classroom action research workshops to improve pedagogical competence.	October 8, 2023
Teacher #5	Increase reading materials so that they can carry out learning well and fun.	October 16, 2023
Teacher #7	Consult with teachers who are experienced and have conducted classroom action research.	October 16, 2023
Teacher #8	Read international journals and reference books relevant to classroom action research.	October 17, 2023
Teacher #10	Follow guidance from experts who have expertise in the field of physical education.	October 17, 2023

Teacher #1 and Teacher #4 emphasize participation in training or workshops. Teacher #2, Teacher #3, Teacher #5, and Teacher #8 demonstrate learning efforts through digital and written information sources. Meanwhile, Teacher #7 and Teacher #10 identify consultation or guidance as a way to gain knowledge and direction from more experienced parties.

Overall, the steps identified by teachers included attending training or workshops, reading relevant journals and reference books, and consulting with experienced teachers. These findings suggest that there is an effort by teachers to study classroom action research, although mastery of its implementation still needs to be developed.

Obstacles in the Application of Practitioner Research

Obstacles to the implementation of classroom action research were expressed by Teacher #1, Teacher #2, and Teacher #7. The participants' statements showed difficulties in understanding the research procedure, determining appropriate materials, and getting used to using the research approach to observe students.

Table 3. Interview Findings on Obstacles to the Implementation of Practitioner Research

Participants	Obstacles revealed	Interview date
Teacher #1	Feel that they do not understand enough classroom action research so they need assistance.	18 October 2023
Teacher #2	Have difficulty understanding or determining appropriate material to be given to students.	18 October 2023
Teacher #7	Experiencing difficulties in getting used to using classroom action research to observe the behavior of each student.	October 16, 2023

Teacher #1 shows that the limited understanding of classroom action research is related to the need for mentoring. Teacher #2 reveals the problem in determining the appropriate learning materials for students. Meanwhile, Teacher #7 conveys the difficulty in getting used to using classroom action research to observe student behavior.

These obstacles include limited research understanding, difficulties in determining learning materials, and the need to adapt to the use of research approaches in learning practices. In general, the ability to adapt and determine appropriate methods are aspects that need to be considered in the application of classroom action research.

Teachers' Expectations for the Application of Practitioner Research

Teachers' expectations for the application of classroom action research are related to improving pedagogical competence, evaluating learning in accordance with the needs of students, and increasing learning effectiveness and efficiency.



Table 4. Interview Findings on Teacher Expectations

Participants	Expectations conveyed	Interview date
Teacher #3	Improving pedagogical competence and creating fun PJOK learning for students.	October 8, 2023
Teacher #5	Conduct a comprehensive evaluation and provide solutions according to the needs of students.	October 16, 2023
Teacher #6	Increasing the effectiveness and efficiency of learning so that it is expected to have a positive impact on student learning outcomes.	October 16, 2023

Teacher #3 connects the application of classroom action research with the hope of improving pedagogical competence and creating enjoyable PJOK learning. Teacher #5 emphasizes the importance of comprehensive evaluation and the preparation of solutions based on the needs of students. Meanwhile, Teacher #6 hopes that the implementation of the program can increase the effectiveness and efficiency of learning and have a positive impact on student learning outcomes.

The findings show that teachers' expectations are not limited to improving research skills, but also include the use of research results to improve learning practices. The application of classroom action research is expected to be a means to evaluate the learning process, identify learners' needs, and determine relevant solutions.

The results of the study show three main findings. First, teachers identify training and workshops, reading books and journals, using digital learning resources, and consultation with experienced teachers and experts as steps to study classroom action research. Second, the obstacles that arise include limited understanding of classroom action research, difficulties in determining appropriate materials for students, and the need to get used to using research approaches in observing student behavior and evaluating learning. Third, teachers hope that the application of classroom action research can support the improvement of pedagogical competence, produce evaluations and learning solutions that suit the needs of students, and increase learning effectiveness and efficiency. The three themes describe the steps to be taken, the obstacles faced, and the expected results of teachers from the application of practitioner research as an effort to develop the professionalism of physical education teachers at SMPN 2 Majene.

4. DISCUSSION

This study examines the application of practitioner research as an effort to develop the professionalism of physical education teachers at SMPN 2 Majene. The findings show three main things: teachers seek to learn classroom action research through training, reading resources, and consultations; teachers still face obstacles in understanding research procedures and determining learning materials or methods; and teachers hope that classroom action research can help improve pedagogical competence and learning quality. The three findings show that practitioner research is seen as an opportunity for professional development, but its implementation still requires capacity building and appropriate support.

Practitioner Research as an Effort to Develop Teacher Professionalism

Teachers who participated in this study identified several ways to learn about classroom action research, namely attending training or workshops, reading books and journals, utilizing digital tutorials, and consulting with experienced teachers and physical education experts. The diversity of these methods shows that teachers are trying to gain understanding from both formal and informal learning resources. However, the statement that some teachers are still in the learning process shows that these efforts cannot be directly equated with mastering the skills to conduct classroom action research independently.

This finding is in line with the view of Burns (2009) stated in the research study, that practitioner research can be used to develop teachers' professionalism through improving research skills so that teaching practices become more effective. Stenhouse (1975) and Hargreaves (1999) are also described as thinkers who emphasize that teachers do not only play the role of users of educational knowledge, but can contribute to the development of knowledge. In the context of this study, teachers' efforts to read literature, seek scientific sources, and consult can be understood as the first step to connect teaching experiences with more systematic knowledge.

Classroom action research has a direct relationship with learning practice because it departs from the problems encountered by teachers in carrying out daily tasks. Hopkins (1993) and Suyanto (1996), as discussed in the literature review, place classroom action research as an approach to improve the learning process and improve teacher



professionalism. Thus, training and reading resources will be more meaningful if they help teachers recognize real learning problems, plan actions, observe their implementation, and reflect to determine the next improvement.

Obstacles to Mastery of Research and Application in Learning

The obstacles expressed by the participants showed that the application of practitioner research does not only require knowledge of research procedures. Teacher #1 stated that he still needs assistance because his understanding of classroom action research is inadequate. Teacher #2 has difficulty determining appropriate material for students, while Teacher #7 highlights the need to get used to using the research approach in observing student behavior. These three statements describe obstacles at different levels, ranging from methodological understanding, pedagogical decision-making, to the habit of making systematic observations.

Difficulties in determining appropriate material are related to pedagogical competence, especially understanding the characteristics and needs of students, learning planning, and evaluation of learning processes and outcomes. Literature review explains that pedagogical competence includes the ability of teachers to manage learning from the planning stage to evaluation, including taking reflective actions to improve the quality of learning. Therefore, classroom action research has the potential to be a space for teachers to examine the suitability of materials and methods with the needs of students.

The adaptation constraints experienced by teachers are also related to the characteristics of classroom action research as a systematic and reflective process. The cycle of planning, implementing actions, observations, and reflections described by Hopkins (1993) requires consistency in documenting the learning process and using observational findings to determine improvement steps. For teachers who are not used to conducting research, the process may require guidance and opportunities to practice gradually.

These findings are also in line with the research of Cheng and Li (2020) on the application of practitioner research as a teacher professional development strategy in the Asia-Pacific context. The study concludes that practitioner research is an effective approach to teacher professional development, although contextual challenges remain. This alignment shows the importance of paying attention to the conditions of implementation and available support, not just encouraging teachers to conduct research without adequate assistance.

Teachers' Expectations for PJOK Learning Improvement

The expectations expressed by teachers focus on improving pedagogical competence, creating fun PJOK learning, implementing comprehensive evaluations, and developing solutions that suit the needs of students. Teacher #3 emphasizes fun learning and the development of pedagogical competencies. Teacher #5 highlights evaluation and solutions according to the needs of students, while Teacher #6 hopes for increased learning effectiveness and efficiency that can have a positive impact on learning outcomes.

This expectation shows that teachers view classroom action research as a means to improve learning practices, not solely as an academic activity. In PJOK learning, decisions about materials and methods need to consider the diversity of abilities and needs of students. The observation and evaluation process carried out in a planned manner can help teachers obtain information to assess whether learning actions are in accordance with the expected goals. Thus, practitioner research has relevance to the development of teachers' abilities in understanding students and adjusting learning strategies.

Sukardi's (2017) research, which is discussed in a literature review, provides an example of classroom action research on bullet resistance learning through the use of modified media from plastic balls. The study uses two cycles consisting of planning, implementation, observation, and reflection, as well as reporting on learning outcomes. The example shows how classroom action research can be used to test certain learning actions. In contrast to Sukardi's research, this study mainly describes teachers' perspectives on steps, obstacles, and expectations in the application of practitioner research, so the focus of the findings is on the teacher's experience and not on testing the effectiveness of a particular learning action.

Implications for Teacher Professionalism Development

The findings of the research show the need for targeted support so that teachers' desire to study classroom action research can develop into skills that are applied in learning. Training and workshops can be combined with practical mentoring, for example in identifying learning problems, formulating research focuses, determining actions, drafting observation instruments, and conducting reflections. Consultation with experienced teachers and physical education experts can also be part of the mentoring process.

School support is important because professional development through classroom action research requires opportunities for teachers to learn and evaluate their practice on an ongoing basis. In the research study, Cheng and Li (2020) emphasized the effectiveness of practitioner research as a professional development strategy while noting the existence of contextual challenges. Therefore, institutional support should not be limited to appeals for teachers to conduct research, but also include facilitation of training, guidance, and collaboration spaces to discuss learning issues.



However, the interpretation of the research results needs to consider the form of data presented. The findings presented are mainly in the form of teachers' experiences, views, and expectations obtained through interviews. Quantitative measurements of learning outcomes before and after the implementation of actions are not presented in the available results section. Therefore, the expectation that practitioner research can improve learning outcomes needs to be understood as the perception and goals expected by teachers, not as measurable evidence of improving learning outcomes in this study.

Overall, this study shows that practitioner research is positively accepted as an opportunity to develop the professionalism of physical education teachers. The potential lies in the ability of teachers to examine learning problems, understand the needs of students, and improve teaching strategies reflectively. In order for this potential to be realized, teachers need to strengthen methodological understanding, continuous mentoring, and school support that allows classroom action research to be part of daily professional development.

5. CONCLUSION

The application of practitioner research as an effort to develop the professionalism of physical education teachers at SMPN 2 Majene received a positive response from teachers. Teachers identified a number of steps to study classroom action research, namely participating in training or workshops, reading relevant books and journals, utilizing digital learning resources, and consulting with experienced teachers and physical education experts. These efforts show a willingness to develop research knowledge and skills as part of improving learning practices. In its implementation, teachers still face obstacles in the form of limited understanding of classroom action research, difficulty in determining material that suits the needs of students, and the need to get used to making systematic observations. Teachers hope that practitioner research can help improve pedagogical competence, support more comprehensive learning evaluations, help choose solutions according to students' needs, and increase the effectiveness and efficiency of PJOK learning. Thus, practitioner research has the potential to be a means of developing teacher professionalism if it is accompanied by strengthening knowledge, mentoring, and school support. Because the findings of this study primarily describe teachers' experiences, views, and expectations, the improvement in student learning outcomes needs to be understood as expected outcomes and cannot yet be stated as a measurable impact of this study.

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