

Implementation Joyful Learning Total Physical Response (TPR)-Based to Elementary School English Teachers in Dumai

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ABSTRACT

Based on the Independent curriculum, English is taught at elementary schools from first grade until sixth grade, which requires Elementary school teachers' innovation to improve their competencies in English learning. This descriptive study aimed to show elementary school teachers' perception toward the implementation of Joyful Learning TPR-Based with contextual media and the portrait of their profiles. Observation and questionnaires were used as the research instrument. Forty-six elementary school teachers were involved as the participants of the study. It is concluded that the teacher's perception toward implementing the Joyful Learning TPR-Base was positive, and they were interested in using the Joyful Learning TPR-Based in their English class. Training relevant to teachers' needs was needed

Keyword: Implementation, Joyful learning, perception, teachers' competence, TPR



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1. Introduction

Dumai is a city in Riau Province, Indonesia. It is around 201 kilometers away from Pekanbaru. Dumai is the second largest administrative city on its status after Palangkaraya City. This city originated from a small hamlet on the east coast of Riau Province. Dumai is the expansion of Bengkalis Regency which was inaugurated on April 20, 1999, by Law No. 16 of 1999. At the beginning of its expansion, Dumai City consisted of 3 districts, 13 sub-districts, and nine villages with a population of only 15,699 people and a density of 83.85 people/km².

Education system in Dumai is growing rapidly regarding education development and the construction of facilities and infrastructure. Development of teachers' competencies in facing the rapid changes in technology and cultural evolution has changed students' needs toward learning. Individual differences, learning styles, learning strategies, and personality were systematically varied in response to the technological and cultural changes [1], [2] The improvement of the education process is focused on the academic field and non-academic fields. Enhancing the quality of education through various activities and teaching strategies that students can better recognize and develop their competencies. Consequently, teachers' pedagogical competence needs to be developed for better teaching methods and strategies in the classroom.

The Ministry of Research and Technology has implemented an Independent Learning Curriculum to improve the 2013 curriculum. The independent learning curriculum requires critical and creative thinking, collaboration and communication skills [3], [4], and teachers should consider learners individual differences in designing their teaching, media, and assessment [5]. The government of Dumai has designed some programs to support the success of this independent curriculum and facilitates teachers to face changes, especially in developing teaching methods and strategies, and media which is fun for learning. Teachers need to develop learning models based on the curriculum and different characteristics of students' conditions, subject matter, and infrastructure [6]. In response to this condition, fun learning needs to be applied, and the teachers are required to use contextual media in response to the limited access among students to interact with each other

In the independent curriculum, English subjects are included in the elementary school curriculum, where teachers are always required to innovate and be creative to improve the quality of student learning (source). To improve services to students according to the demands of the independent curriculum, English teachers in elementary schools need to improve their professional competence [7], [8]. Through this service activity, the service team trains teachers on applying the Joyful Learning TPR-Based for teachers of in Dumai (Linse, 2005,)

Teacher competence is the teachers' ability, skill, attitude and personality in relevant to teaching activities. High teachers' competence is influenced by their education, skills, knowledge, performance, and value which is known as "competency-based". Professional , social, pedagogical, and personal are four. Competences that teacher should have (Dirjen GTK Kemendikbud. Surveys on teachers' profiles who teach English in Dumai City showed that they have different educational backgrounds, and teaching experiences, which was assumed to cause the lack of elementary school students' ability in English. For this reason, training is needed to empower teachers' competencies in teaching English at Elementary Schools. Joyfullarning TPR-Based is the applicable and easy teaching Teknik that teachers can apply. Teachers apply the Joyful Learning learning TPR- based in teaching English successfully improve students motivation to learn [13]. To enhance teacher competence, Riau universities, the official education Department of Dumai city were involved in the training program. In relation to these problem, the research was carried out. The research questions are:

- How is teachers' perception toward implementing Joyful Learning TPR-Based in Elementary Schools in Dumai City.
- How is the profile of Elementary school teachers' who teach English subjects in Dumai City.

This study help increase the elementary English teachers understanding in implementing the Joyful Learning TPR-Based actively, creatively, and contextually to improve their competence in teaching and education [14]. The university teachers/lecturers sharing knowledge is a concrete step in fostering and increasing teacher competence in Dumai city. The significance of the study is elementary school teachers can develop a teaching module, assessment, and selected contextual and interactive media in teaching English at elementary school.

2. Research Methodology

The This descriptive research aimed to portray the elementary school English teacher profiles in Dumai City and their perception toward the implementation of Joyful Learning TPR-Based to teaching English. The participants of the study were 46 Elementary school English teachers consisting of 43 females and 3 males. .

Observation and questionnaires were used to collect the data of this study. Five English lecturers Elementary school principals, and teachers who teach English in the private course were involved as the observers in the training. The training on the joyful learning TPR-Based was carried out through offline and online workshops and technical guidance. Practice teaching after technical advice through the peer teaching method was applied. A group of teachers acted as students, and several acted as instructors.

3. Results and Discussion

3.1. The Elementary School English Teachers qualification and teaching experiences.

English Instruction for elementary school students is divided into phase A for grades 1-3 and stage B for grades 4-6 ((Dirjen GTK Kemendikbud, 2022). Elementary school students, grade 1-6 learn English subject for two teaching hours per week.

The qualification of Elementary School English teachers are Bachelor of English education, Elementary Education, General subject teachers, and equivalent high school teachers who have attended English language training. This were 46 elementary school teachers with bachelor degree (S1) taught English at Elemnetary

schools in Dumai city. They were 36 classroom teacher education, and 6 English education teachers; 4 High school teachers.

The teacher's teachers' teaching experience are also varied, start from 1 to 35 years. The profile of the participant's teaching period is shown in Figure 1 below.

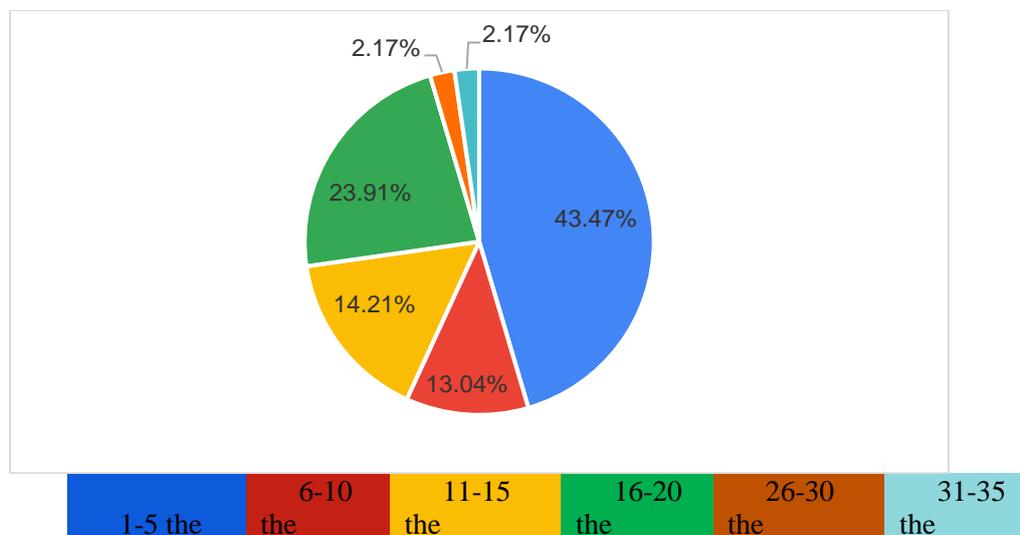


Figure 1. Teachers' Teaching Experience

The data in figure 1 above showed that teachers with 1-5 years of service are 43.47%, 6-10 years of service are 13.04%, 11-15 years of service are 14.21%, 16-20 years of service are 23.91%, 26-30 and 31-35 years each year as much as 2.17%. The profiles of the teachers who teach English at elementary schools in Dumai city were varied. Their qualification needed to be more relevant to their teaching activities. They were at a productive human level.

The percentage of young and energetic teachers is high enough that they are expected to be able to accept changes for the advancement of learning. The joyful learning model with a total physical response approach can be adapted by teachers to be applied in elementary schools. Based on the independent curriculum, learning English is taught from Class I - VI Elementary School in two phases.

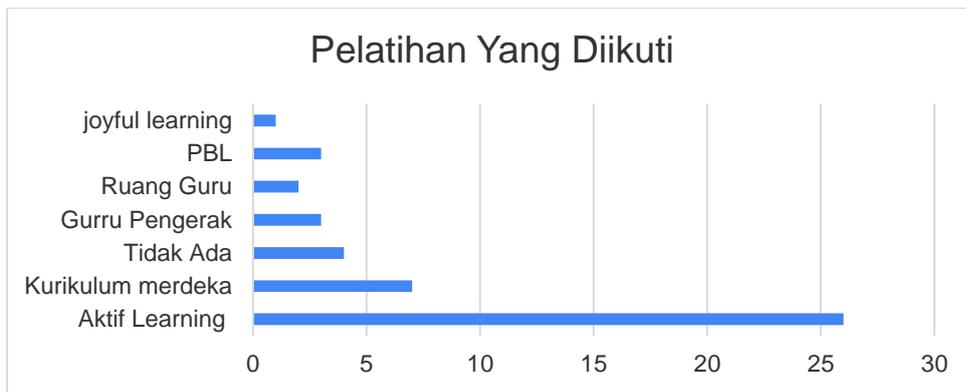
Elementary schools in Dumai have implemented an independent learning curriculum where English lessons are phase A for grades 1-3 and phase B for grades 4-6. Teachers who teach English are Bachelor of Class Teacher Education and Bachelor of English Teacher Education. The teachers have also participated in various training such as independent curriculum, activating teachers, active, creative, and fun learning, higher order thinking skills, and others. By holding this training. Teachers were motivated to teach English in Phase A and Phase B and can develop learning based on the principle of joyful learning in the TPR approach with the focus that language is taught as learning the mother tongue, with less emphasis on grammar and creating habits [18][19]

The teacher qualification backgrounds are varied; most are classroom teacher education graduates, which is an obstacle to developing English skills for elementary school students. The lack of training and refreshments provided by the education office and related agencies has also contributed to the low competence of teachers. Implementing the independent curriculum has opened up English subjects to be taught in elementary schools and demands the ability of teachers to master Teaching English for Young Learners (TFYL). [20], [21]

The Dumai government should hold training to gain English language teaching competence to improve teachers' teaching competencies and elementary school students' ability in English. Increasing teacher competence in applying creative and fun learning models and supporting the growth and development of elementary school children is very necessary.

3.2. Training Attended by Elementary School English Teachers

The teacher's response to the need for skills and knowledge for enjoyable learning is very high. Teachers have attended training for competency improvement, but it is still constrained. The frequency and kinds of training followed are shown in Graph 1 below.



3.3. Graph 1. Training Attended by Elementary School English Teachers

Based on data from above, a total of 46 teachers who filled out the questionnaire, it was found that 26 teachers had attended active learning training, seven teachers had participated in independent curriculum training, three teachers had taken part in desert mobilization training, two teachers had heard teacher training rooms, three teachers had participated in PBL training, and one teacher had attended joyful learning training. However, four teachers had never experienced the activity.

Joy learning with the TPR approach has been done to enhance teachers' competence in teaching English at Elementary schools. The training is about developing learning tools and their implementation. The group implementation method, the Expert team method, was chosen based on the location of the nearest school. Six undergraduate English teachers were spread across six groups and peer teaching. Training for teacher competency development needs to be carried out and increased in terms of time, number of participants, and frequency of activity.

3.4. Teacher Perception Toward the Implementation of Joyful Learning TPR-Based

The implementation of a joyful learning TPR-based aimed to enhance teachers' competencies in teaching English at Elementary School. The teachers showed their positive perception toward implementing Joyful Learning TPR- Based at Elementary schools in Dumai city. The data analysis results on teachers' perceptions toward the implementation of Joyful Learning TPR-Based in improving the Phase B English learning process is presented in Chart 2 below.

Graph 2. Teachers' perception toward implementing Joyful Learning TPR-Based at Elementary School in Dumai City.

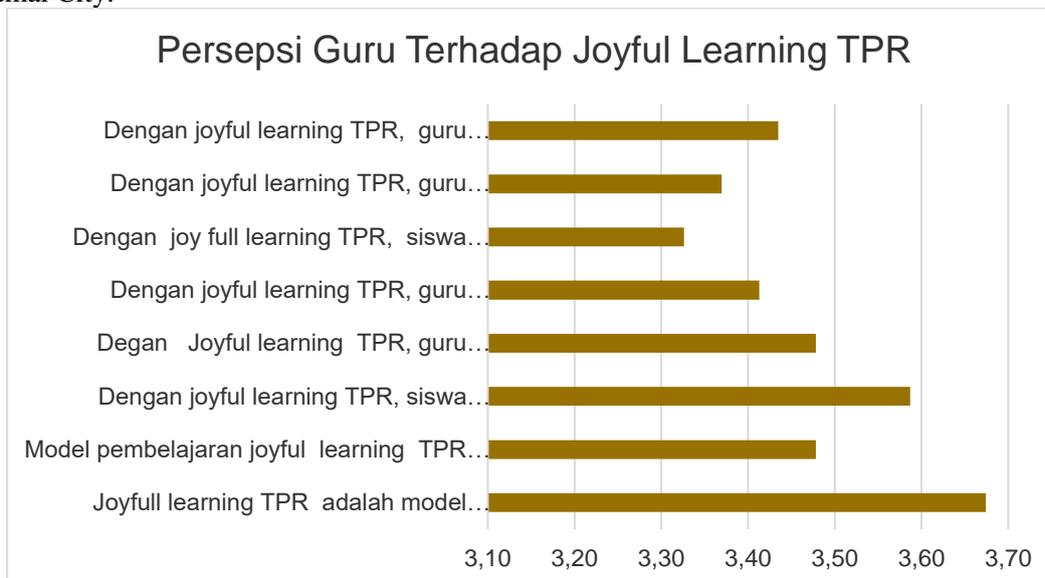


Chart. 2. Teachers' perception toward implementing Joyful Learning TPR-Based at Elementary School in Dumai City

Based on Chart 2 above, using a Likert scale of 1-4, the average teacher's response ranges from 3.33 to 3.67 is very high category. It is concluded that the teacher positively responds to applying the joyful learning TPR-Base in English learning Phase B at the elementary school in Dumsi city.

Teachers' positive perceptions toward the implementation of joyful learning TPR-based implied that TPR was suitable for teachers to implement to improve the quality of learning English in elementary schools. The

training was marked by creating a phase B English language learning teaching procedures and tools for 4th-grade elementary school students. The effectiveness of the Joyful Learning TPR-Based and the modules produced has yet to be proven, and an effectiveness test will be carried out in the 2nd year of program, namely in 2024.

4. Conclusion

Implementing Joyful Learning TPR-based motivates teachers to teach English to their students. The teacher implemented the TPR with a module developed and contextual media in teaching English at elementary schools in Dumay City. Teacher profiles were six teachers of English teaching qualification, 36 teachers of classroom teachers qualification, and four teachers of high schools qualification, meaning that teachers' competences to teach English were low. Limited English training teachers attended has also contributed to their soft competences in teaching English. It is concluded that the teacher's perception toward implementing the Joyful Learning TPR-Base was positive, and they were interested in using the Joyful Learning TPR-Based in their English class. Training relevant to teachers' needs was needed.

The imperfect result of this training required t input, criticism, and suggestions for a better result. The limitation of this training is that the product's effectiveness in improving elementary school teachers' competence in English language learning at elementary schools in Dumai city has yet to be discovered.

Recommendations from the results of this community service activity are:

1. It is necessary to hold continuous and integrated training for the subjects being taught
2. It is necessary to conduct workshops that are evenly distributed for all teachers who teach English in elementary schools by the education office and related parties
3. It is expected that the MoU between PKM Universitas Riau and Dumai Governor can be continued as the guidance for improving the quality of education in elementary schools in Dumai City.

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