The Relationship of Teacher Competence to the Performance of Elementary School Physical Education Teachers

Priadi Nasrulloh[1*], Ayi Suherman[2], Dewi Susilawati[3]

[1,2,3] Faculty of Physical Education and Health, Universitas Pendidikan Indonesia, Jl. DR. Setiabudi No.229, Isola, West Java Province, 40154, Indonesia a

*e-mail: priadi.nasrulloh@upi.edu , ayisuherman@upi.edu , dewisusilawati@upi.edu

Info Artikel

Abstract

The teacher is a powerful component in educational success. One of the supporting factors for teacher quality is teacher performance. This study aims to analyze the relationship between teacher competence to the implementation of public elementary school teachers in Bandung Regency. The population and samples in this study were all public elementary school corner teachers in Baleendah District, Bandung Regency, who sold 53 people. This research is a quantitative study using a descriptive correlation analysis method. Research results in data processing and analysis show that pedagogic competence, professional competence and social competence both partially and simultaneously affect teacher performance with positive and significant results.

✉Alamat korespondensi: Jl. Dr. Setiabudhi No.29, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154

E-mail: priadi.nasrulloh@upi.edu

INTRODUCTION

In education, the existence of teachers is an essential component of the educational process, so teachers have a significant role and responsibility in the world of education (Syaputra, 2020; Winarni & Lismadiana, 2020). The current educational problems include the low quality of education at every level of the education unit. They are still faced with various serious challenges in equity and expansion of access, quality improvement, and school management (Fitria et al., 2019). The quality of teachers in Indonesia still needs to improve in terms of competence, knowledge and pedagogical expertise. The 2018 Program for International Student Assessment (PISA) survey released that the quality of Indonesian education is still in the 10th lowest category, both in the fields of literacy, science and

mathematics. The disparity and low quality of teachers cause this. The low quality of teachers will impact various things, including achievement and the learning process for students because teachers play an essential role in regulating the learning environment that makes students active in learning activities (Dudung, 2018; Winarni & Lismadiana, 2020). This implies that every teacher must have academic qualifications and competence as an agent of change in learning.

In the Regulation of the Minister of Education and Culture Number 23 of 2017 concerning School Days, specifically in article 1, paragraph (3) explains that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, preparing, assessing, and evaluating students at early childhood education, formal education, primary education, and secondary education. So to realize teachers who have competence and quality performance, efforts are needed from various parties, including the government, through a certification program implemented by the government for all teachers, both teachers with PNS and non-PNS status.

Teacher competency is the most critical factor in implementing all education reforms at the primary level (Kanya et al., 2021). Academic qualifications and knowledge of the subject matter depend on the skills and skills of the teaching and learning process. Teachers must have educational qualifications by national standards and competencies. One competency dimension the teacher possesses

in the educational process is pedagogic, personality, and professional and social competence. The actualization of competence in the teaching profession in the process of teaching and learning activities is the realization of productive performance, creative, professional, authoritative and fun individuals to create a conducive, challenging, fun and meaningful learning climate for students (Syaputra, 2020).

According to (Kanya et al., 2021), teacher profiles based on competence illustrate the abilities teachers must possess. Among them are: 1) pedagogic competence, meaning that educators must have the ability to manage to learn, including teaching and guiding children, 2) personality competence, meaning that individually an educator must have a stable personality, have a noble character, be wise and authoritative and be a role model for students, 3) professional competence is the ability to master learning material broadly and in-depth, and educators must be able to carry out their work as educators by their profession and 4) social competence that an educator must be able to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians students and the surrounding community. Strengthened (Novia, 2019; Ramadan & Iskandar, 2018). He says, "If a teacher can change students' attitudes broadly and develop students' awareness to learn, it means that the teacher has high performance. Therefore, the quality of education is always in line with the teachers'

performance, which is part of the education system in schools.

The teacher's competence causes differences in each teacher's performance, so competence and performance are benchmarks for the teacher's ability to carry out his professional duties (Aswara, 2019; Permadi et al., 2021). Therefore, to improve the quality of education, reliable human resources are needed, namely professional teachers supported by several underlying factors, such as policies, completeness of infrastructure, principal leadership, school culture, community environment, and other factors. In essence, teacher performance is closely related to teacher competence and tasks in learning. In learning activities, competence and performance play a role in each other, so it is often said that the teacher, as class manager, especially plays a vital role in trying to create a learning atmosphere that allows students to learn well, built through unified communication to create interaction between those who teach and those who learn. Therefore teachers are always required to strive to improve the quality of their abilities and knowledge because education is something dynamic; everything develops according to the times.

If a teacher can change students' attitudes broadly and develop students' awareness to learn, it means that the teacher has high performance. Therefore, the quality of education is always connected to the performance of teachers, who are part of the education system in schools (Mulyana, 2018;

Hadiana & Sartono, 2017). It is also strengthened (by Zhang et al., 2020; Nur et al., 2020) state that teacher performance competency is the basis for measuring teaching. Performance can be identified through research and expert considerations of being a teacher.

METHODS

In this quantitative research, the authors used a descriptive correlation method using a descriptive correlation study approach, namely a method that attempts to describe, explain and examine the extent to which the variables apply to teacher competence by linking it to teacher performance with a variety of questions (Ramadan & Juniarti, 2020). This study aims to describe, explain and find the application of indicators in all aspects of teacher competency on the performance of primary school teachers in the Bandung district.

To obtain a sample, the authors use a saturated sampling technique, which is a sampling technique when all members of the population are used as samples. The number of public elementary schools in one of the sub-districts in Bandung Regency, namely Baleendah District, is 57 and has 53 PJOK teachers.

Based on the theoretical review underlying teacher competence variables and teacher performance, it is illustrated that there is a relationship between research variables.

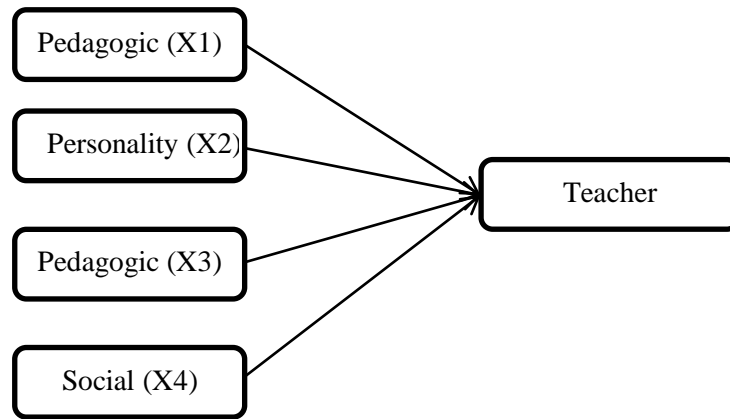The linkage can be illustrated with pictures as follows to be an easy read.

Figure 1. Research Design

The collected data is processed through a parametric statistical approach. The use of statistics is based on data from respondents and will be generalized as material for conclusions. Using statistics requires testing data validity, instrument reliability, and data normality. Data processing will use the help of a computer, SPSS for Window version 26.0.

FINDINGS AND DISCUSSION

Findings

Results of data processing with statistical approach using aids SPSS program computer, correlation test results obtained as follows.

Table 1. SPSS correlation output

Correlations

		X1	X2	X3	X4	Y
X1	Pearson Correlation	1	.640**	.519**	.584**	.355**
	Sig. (2-tailed)		.000	.000	.000	.004
X2	Pearson Correlation	.640**	1	.562**	.481**	.401**
	Sig. (2-tailed)	.000		.000	.000	.003
X3	Pearson Correlation	.519**	.562**	1	.500**	.357**
	Sig. (2-tailed)	.000	.000		.000	.009
X4	Pearson Correlation	.584**	.481**	.500**	1	.396**
	Sig. (2-tailed)	.000	.000	.000		.003
Y	Pearson Correlation	.355**	.401**	.357**	.396**	1
	Sig. (2-tailed)	.004	.003	.009	.003	

**. Correlation is significant at the 0.01 level (2-tailed).

From the output table above, it is known that the sig. (2-tailed) between pedagogic and performance is 0.004 <0.05, which means there is a significant correlation between pedagogic and performance variables. Furthermore, it is known the value of sig. (2-

tailed) between personality and performance is 0.003 <0.05, which means there is a significant correlation between personality and performance variables. Furthermore, it is known the value of sig. (2-tailed) between professional and performance is 0.009 <0.05, which means there is a significant correlation between professional and performance variables. Furthermore, it is known the value of sig. (2-tailed) between social and performance is 0.003 <0.05, meaning there is a significant correlation between social variables and performance.

It is known that the calculated r value for the relationship between pedagogic and performance is 0.355 > r table 0.266, so it can be concluded that there is a relationship or correlation between pedagogic and performance. Furthermore, it is known that the r-count value for the relationship between personality and performance is 0.401> r table 0.266, so it can be concluded that there is a relationship or correlation between personality and performance. Furthermore, it is known that the r-count value for professional relations on performance is 0.357> r table 0.266, so it can be concluded that there is a relationship or professional correlation to performance. Furthermore, it is known that the value of the r count for social relations to performance is 0.396> r table 0.266; it can be concluded that there is a relationship or social correlation to performance.

Discussion

Based on the results of pedagogic research competence known sig value. (2-tailed) between pedagogic and performance is 0.004 <0.05, and the value of r calculated for the relationship between pedagogic and performance is 0.355 > r table 0.266, which means that there is a significant correlation between pedagogic variables and performance and indicators of pedagogical competence. So the pedagogy in the relationship between teacher competence and teacher performance owned by PJOK teachers at public elementary schools in Bandung Regency has been applied with solid criteria. The function of pedagogic competence is as follows: 1) To understand educational phenomena (educational situations) systematically; 2) Provide instructions about what educators should do; 3) Avoid the occurrence of mistakes in the practice of educating children, namely conceptual, technical errors and mistakes originating from the personality of the educator; 4) Know yourself and make corrections. (Tauhidman & Ramadan, 2018; Ramadan, 2022; Juniar et al., 2019)

Pedagogic functions to carry out steps aimed at improving pedagogy. This can be seen from indicators ranging from character efforts, curriculum, implementation of learning, technology, facilities, communication, assessment, evaluation, and reflective action to achieve maximum pedagogic goals (Novia, 2019).

Furthermore, based on the research results, the sig is known. (2-tailed) between

personality and performance is 0.003 <0.05, and it is known that the value of r count for the relationship between personality and performance is 0.401 > r table 0.266, it can be concluded that there is a relationship or correlation between personality and performance. Personality competency indicators. So the personality in the relationship between teacher competence and teacher performance owned by PJOK teachers at public elementary schools in Bandung Regency has been applied with solid criteria. The function of personality competence, according to (Heriyadi & Hadiana, 2018; Ramadan & Ningrum, 2019; Akbar Wicaksono, 2012), is as follows: 1) Forming a good attitude for students and in the community; 2) Forming religious morals for students; 3) Forming pious and pious personalities for students; 4) Forming akhlakul karimah for students; 5) Forming superior human beings towards their students.

Personal competence guides the development of creativity and generates learning motivation and encouragement to progress to students (Setiawan et al., 2015). This personality will determine whether he becomes a good educator and coach for his students, especially for students (Hasyim et al., 2020).

Furthermore, based on the results of professional competence research, it is known that the sig. (2-tailed) between professional and performance is 0.009 < 0.05, and the value of r calculated for the relationship between professional and performance is 0.357 > r

table 0.266; it can be concluded that there is a professional relationship or correlation to performance. Professional competency indicators. So professionals in the relationship of teacher competence to teacher performance owned by PJOK teachers of public elementary schools in Bandung Regency have been applied with solid criteria. According to (S et al., 2020; Friskawati, 2021), the professional competencies that teachers must possess include: 1) Mastery of subject matter which consists of mastery of the material that must be taught, and basic scientific concepts from the material being taught; 2) Mastery and appreciation of education and teacher training foundations and insights; 3) Mastery of educational processes, teacher training, and student learning.

Professional competence, a teacher's professional competence aims to carry out the duties and obligations as a teacher in a professional manner to achieve quality standards in carrying out professional duties or work.

Furthermore, based on the research results, the sig. (2-tailed) between social and performance is equal to 0.003 <0.05, and the value of r count for social relations to performance is 0.396 > r table 0.266, it can be concluded that there is a relationship or social correlation to performance. So the social relationship between teacher competence and teacher performance owned by PJOK teachers at public elementary schools in Bandung Regency has been applied with solid criteria. Competence in social skills includes the

teacher's ability to communicate, work together, get along sympathetically and have a pleasant soul. Strengthened according to (Nur et al., 2020) that the criteria for social competence are as follows: 1) Act objectively and not discriminate because of considerations of gender, religion, race, background, family, and socioeconomic status; 2) Communicate effectively, empathetically and politely with fellow educators, educational staff, parents and the community; 3) Adapting to the place of duty throughout the territory of the Republic of Indonesia which has socio-cultural diversity; 4) Communicating with the professional community itself with other professions.

Thus the teacher's social competence is responsible; the teacher must know and understand values, morals, and social and behave and act by these values and morals. Teachers must also be responsible for all their actions in learning at school and in social life (Kusuma et al., 2019). In addition, teachers must have advantages in realizing spiritual, emotional, moral, social and intellectual values in their own right and have an excess understanding of science, technology and art by the subjects they are responsible for.

Furthermore, based on the results of competency research on teacher performance, it can be concluded that those owned by PJOK teachers at public elementary schools in Bandung Regency have been applied with solid criteria. As the goals of teacher performance according to the Directorate General of Quality Improvement of Educators

and Education Personnel of the Ministry of National Education, Teacher Professional Development and Development (2010) are as follows: 1) determine the level of competence of a teacher; 2) increasing the efficiency and effectiveness of teacher and school performance; 3) provides a basis for decision-making in the mechanism for determining the effectiveness or ineffectiveness of teacher performance; 4) provide a foundation for continuing professional development programs for teachers; 5) ensure that teachers carry out their duties and responsibilities and maintain positive attitudes in supporting student learning to achieve their achievements; 6) provide the basis for promotion and career enhancement systems for teachers as well as other forms of appreciation.

Teacher performance is significant for successfully carrying out its primary task: learning. Teacher performance evaluation is, of course, critical to do in a school. With this assessment, we will know to what extent the previously planned targets have been achieved. The results of teacher performance assessments will help determine various policies related to increasing teacher competence and professionalism as the spearhead of the implementation of the educational process in creating intelligent, comprehensive and highly competitive human beings. Teacher performance evaluation is a reference for schools/madrasas to determine teacher career development and promotion. For teachers, teacher performance appraisal is a guideline for knowing the elements of

performance being assessed and as a means for assessing individual strengths and weaknesses in order to improve the quality of their performance. Assessment has many benefits because it can be used in decision-making.

CONCLUSION

Based on the results of research on the relationship of teacher competence to the performance of PJOK Elementary teachers in Baleendah District, Bandung Regency, it can be concluded as follows:

1. Teacher competence, namely, pedagogic competence, personal competence, professional competence, and social competence and is in a strong category. This can indicate that the teacher has sufficient overall competence; of course, it can encourage teacher performance and impact on the progress of teacher performance gains to be achieved. So the relationship between teacher competence and pjok teacher performance in public elementary schools, baleendah district, bandung regency is in a strong category.
2. Pedagogic competence has a positive and significant effect on teacher performance. That is, the more pedagogical competence, the higher the teacher's performance.
3. Personality competence has a positive and significant effect on teacher performance. That is, the higher the personality competence, the higher the teacher's performance

4. Professional competence has a positive and significant effect on teacher performance. This means that the higher the professional competence, the higher the teacher's performance.
5. Social competence has a positive and significant effect on teacher performance. That is, the more social competence, the higher the teacher's performance.

The conclusion is not just repeating data but in the form of a substance of meaning. It can be in the form of a statement about what is expected, as stated in the "introduction" chapter, which in turn can produce a "results and discussion" chapter so that there is a match. Also, prospects can be added for the development of research results and prospects for future research applications (based on results and discussion).

REFERENCES

Akbar Wicaksono, J. (2012). HUBUNGAN SELF EFFICACY DENGAN KETEPATAN FREE THROW PADA PEMAIN NATIONAL BASKETBALL LEAGUE KLUB CLS KNIGHTS. *Character*, *01*(2), 1–5.

Aswara, A. Y. (2019). Penerapan Media Audio Visual VCD Terhadap Hasil Belajar Passing Dan Service Bawah. *JUARA : Jurnal Olahraga*, *4*(1), 75. https://doi.org/10.33222/juara.v4i1.454

Dudung, A. (2018). KOMPETENSI PROFESIONAL GURU. *JKKP (Jurnal*

Kesejahteraan Keluarga Dan Pendidikan), *5*(1), 9–19. https://doi.org/10.21009/JKKP.051.02

Fitria, H., Kristiawan, M., & Rahmat, N. (2019). UPAYA MENINGKATKAN KOMPETENSI GURU MELALUI PELATIHAN PENELITIAN TINDAKAN KELAS. *ABDIMAS UNWAHAS*, *4*(1). https://doi.org/10.31942/abd.v4i1.2690

Friskawati, G. F. (2021). Students' Academic Level Stress During Online Learning in Physical Education. *JUARA : Jurnal Olahraga*, *6*(1), 79–87. https://doi.org/10.33222/juara.v6i1.1164

Hadiana, O., & Sartono, S. (2017). Pengaruh Model Pembelajaran Dan Potensi Akademik Terhadap Penguasaan Bermain Sepak Bola Modifikasi. *JUARA : Jurnal Olahraga*, *2*(2), 93. https://doi.org/10.33222/juara.v2i2.38

Hasyim, hasyim, Ramadan, G., Dwiansyah Putra, D., Okilanda, A., Mulayana, N., Hadiana, O., Fajar, M., & Iskandar, D. (2020). Sport Education Model: Improving Student Motivation in Physical Education. *International Journal of Psychosocial Rehabilitation*, *24*(8), 1421–1426. https://doi.org/10.37200/IJPR/V24I8/PR280155

Heriyadi, D., & Hadiana, O. (2018).

Perbandingan Model Discovery Learning Dengan Model Peer Teaching Terhadap Teknik Passing Bawah. *JUARA : Jurnal Olahraga*, *3*(2), 89. https://doi.org/10.33222/juara.v3i2.240

Juniar, D. T., Rohyana, A., & Rahmat, A. A. (2019). Pengembangan Model Pembelajaran Diskusi Kelompok Dalam Meningkat Pemahaman dan Aktivitas Belajar Mahasiswa. *JUARA : Jurnal Olahraga*, *4*(1), 15. https://doi.org/10.33222/juara.v4i1.381

Kanya, N., Fathoni, A. B., & Ramdani, Z. (2021). Factors affecting teacher performance. *International Journal of Evaluation and Research in Education (IJERE)*, *10*(4), 1462. https://doi.org/10.11591/ijere.v10i4.21693

Kusuma, M. N. H., Syafei, M., & Rilastiyo, D. (2019). The Effect of Nutritional Status, Level of Physical Activity and Hemoglobins on Physical Endurance. *JUARA : Jurnal Olahraga*, *4*(2), 186. https://doi.org/10.33222/juara.v4i2.607

Mulyana, N. (2018). Peran Disporapar Kabupaten Kuningan Dalam Meningkatkan Olahraga Prestasi Di Kabupaten Kuningan. *JUARA : Jurnal Olahraga*, *3*(1), 18. https://doi.org/10.33222/juara.v3i1.212

Novia, A. (2019). Pengaruh Model

Pembelajaran Direct Teaching dalam Pembelajaran Passing Atas pada Siswa. *JUARA : Jurnal Olahraga*, *4*(1), 9. https://doi.org/10.33222/juara.v4i1.383

Nur, L., Giyartini, R., & Sumardi, S. (2020). Gross Motor Skills: Outbound Activities in Elementary Students. *JUARA : Jurnal Olahraga*, *5*(1), 93–99. https://doi.org/10.33222/juara.v5i1.781

Permadi, A. A., Subarjah, H., Sidik, D. Z., & Nuryadi, N. (2021). The Influence of Psychological (Mental) Training to Improve the Performance of Football. *JUARA : Jurnal Olahraga*, *6*(2), 162–170. https://doi.org/10.33222/juara.v6i2.1192

Ramadan, Gilang & Juniarti, Y. (2020). *Metode penelitian : pendekatan kuantitatif, kualitatif dan R & D*. CV Sadari Press.

Ramadan, G. (2022). Physical Activity in School Children in a Pandemic Period?: A Systematic Review. *JUARA : Jurnal Olahraga*, *7*(2), 367–377. https://doi.org/10.33222/juara.v7i2.1982

Ramadan, G., & Iskandar, D. (2018). PENGARUH GAYA MENGAJAR DAN MOTIVASI BELAJAR TERHADAP HASIL BELAJAR LAY UP SHOOT. *Jurnal Pendidikan Edutama*, *5*(1), 17. https://doi.org/10.30734/jpe.v5i1.133

Ramadan, G., & Ningrum, D. A. (2019).

Pengaruh Kemampuan Motorik, Imagery dan Motivasi Terhadap Hasil Belajar Lay-up Shoot. *JUARA : Jurnal Olahraga*, *4*(1), 36. https://doi.org/10.33222/juara.v4i1.399

S, A., Da'i, M., & Cahyani, O. D. (2020). Level of Physical Activity and Mass Body Index of Students in the Pandemic Period. *JUARA : Jurnal Olahraga*, *6*(1), 30–38. https://doi.org/10.33222/juara.v6i1.1046

Setiawan, A. I., Kurniawati, Y., Fitriani, A., Psikologi, P. S., Brawijaya, U., & Basket, P. B. (2015). Internal Locus Of Control dan Self-Efficacy Pemain Bola Basket Dalam Melakukan Free Throw. *Jurnal Mediapsi*, *1*(1), 17–27.

Syaputra, R. (2020). Kompetensi Guru Pendidikan Jasmani, Olahraga dan Kesehatan di Sekolah Dasar Negeri Sekecamatan Luas, Kabupaten Kaur, Provinsi Bengkulu. *E-SPORT: Jurnal Pendidikan Jasmani, Kesehatan Dan Rekreasi*, *1*(1), 6–20. https://doi.org/10.31539/e-sport.v1i1.1421

Tauhidman, H., & Ramadan, G. (2018). Pengembangan Model Latihan Keseimbangan untuk Sekolah Dasar. *Jurnal SPORTIF : Jurnal Penelitian Pembelajaran*, *4*(1), 133. https://doi.org/10.29407/js_unpgri.v4i1.12012

Winarni, S., & Lismadiana, L. (2020). Kompetensi guru pendidikan jasmani olahraga dan kesehatan ditinjau dari usia dan jenis sekolah. *Jurnal Pendidikan Jasmani Indonesia*, *16*(1), 101–114. https://doi.org/10.21831/jpji.v16i1.29639

Zhang, B., Liu, Y., Zhao, M., Meng, X., Deng, Y., Zheng, X., Wang, X., Xiong, S., & Han, Y. (2020). Differential effects of acute physical activity on executive function in preschoolers with high and low habitual physical activity levels. *Mental Health and Physical Activity*, *18*, 100326. https://doi.org/10.1016/j.mhpa.2020.10032 6