



Original Article

## Performance assessment of physical education teachers in schools

Bella Shasi Saraswara<sup>1(\*)</sup>, Ali Maksum<sup>2</sup> Advendi Kristiyandaru<sup>3</sup>

<sup>1,2,3</sup>Universitas Negeri Surabaya, Surabaya, Indonesia  
[Bellashasi.21017@mhs.unesa.ac.id](mailto:Bellashasi.21017@mhs.unesa.ac.id)<sup>1(\*)</sup>, [Alimaksum@unesa.ac.id](mailto:Alimaksum@unesa.ac.id)<sup>2</sup>,  
[Advendikristiyandaru@unesa.ac.id](mailto:Advendikristiyandaru@unesa.ac.id)<sup>3</sup>

### ABSTRACT

*This study aims to reveal the performance of physical education teachers in terms of pedagogic, professional, personality and social competence and their impact on the physical fitness of junior high school students in Pekanbaru City, Riau. This research is a survey type with a questionnaire (Likert scale) as the instrument with a total sample of 33 physical education teachers at 10 junior high schools in Pekanbaru City who were taken by random sampling. Assessment of teacher pedagogical competence was given by the school principal, professional competence by the vice principal for curriculum, and personality and social competence by the vice principal for public relations analyzed quantitatively. The results showed that the performance of junior high school physical education teachers in Pekanbaru City, measured by referring to the four competencies, is very good. Personal competence indicates the highest score with a percentage of 93.5%, followed by social competence at 91.01%, professional competence at 89.56%, and pedagogical competence at 89.3%. Thus, the performance of junior high school physical education teachers in Pekanbaru City is expected to maintain and be able to improve performance professionally consistently.*

**Keywords:** Teachers Performance, Competencies of Teachers, Pekanbaru City.

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## INTRODUCTION

Physical education contributes not only to healthy living in children but also able to develop socially, physically, and mentally if directed correctly (Razouki et al., 2021). Uniquely, giving students an understanding of the principles of motion and practising them will improve their physical fitness, health, and physical skills (Opstoel et. al., 2020). Physical activity is not only for health; there are games that teach analytical skills and develop character in social life.

Several scientific studies state that sport is more than just physical activity and games, but also has economic and character values that can unite individuals from different social classes, ages, genders and countries. Physical activity also contains some benefits for physical and mental health, such as improving brain health, chronic diseases, and improving physical and mental health to reduce medical costs and prevent various diseases (Annamayra et al., 2022). Moreover, excess weight due to a lack of physical activity will damage students' motor skills (Priyohutomo et al., 2022). Therefore, teachers as facilitators should master learning methods, management strategies and skills to create effective teaching and learning activities so that the goals of physical education can be achieved in schools.

Education units at the middle level must prepare human resources capable of creating reciprocal relationships with the social, cultural and surrounding environment. They can develop further capabilities in the world of work or higher education. Children aged 12-20 years are in the stage of searching for identity and the stage of starting to know them and spending 1/3 of their day at school. Regulation of the Minister of Education Number 41 (2007) concerning Process Standards for Elementary and Secondary Education is the main reference for teachers in planning the process, implementation, and assessment of the learning process and follow-up. Teacher performance refers to the notion of "performance" translated into work performance or work performance (Habib & Alawi, 2019).

Now, even though the problem is that people do sports only for personal satisfaction and pride, not to achieve the goals of the sport itself. The data presented in the National Sports Development Index (SDI) (Mutohir et al., 2021) states that the SDI index 0.408 is in the low category. Moreover, other research indicates that children and adolescents rarely spend time on physical activity because children often communicate with devices or computers. Besides, they play games to the level of addiction, which reduces physical activity and interferes with function, brain, and performance, negatively impacting health (Chan et al., 2022; Yin, 2020). Irmansyah et al. (2020) concluded that all parties need awareness to reconstruct the physical education learning system to improve and improve the quality of teachers and physical education learning, which at

least starts with the physical education teacher himself. It is also supported by [Damrah et al. \(2020\)](#), stating that teacher performance in pedagogic abilities, professional abilities and social abilities requires special attention to better carry out the teacher's duties and obligations. The discussion above concludes as professional teacher educators are required to carry out their teaching duties as well as possible. Researchers made observations with several physical education teachers in Pekanbaru City. It was found that there needs to be more improvement in improving the quality of its performance. Physical education teachers have been unable to manage time and the learning arena, reflect and evaluate themselves. As a result, the average student does not like the learning delivered by the teacher because of the lack of the teacher's ability to condition when teaching in class ([Rahayu, 2019](#)). Achievements in the four aspects of students' core competencies, namely spiritual, social, knowledge and skills, are in the fewer categories.

Many Physical Education teachers still need to be made aware of the role and function of Physical Education in schools so that program learning is only focused on Physical Education aspects. In addition, other problems include; the average student learning achievement being low, the learning process is still dominated by the teacher (teacher-centred learning), the teacher does not provide opportunities for students to improve their holistic, creative, objective and logical thinking skills in general schools do not carry out learning until children master completing learning. It relates to Rasto's opinion ([Safitri & Sontani, 2016](#)) recommending eight indicators of teacher skills, (1) skills to open learning, (2) skills to explain, (3) skills to close, (4) skills to ask questions, (5) skills to provide reinforcement, (6) skills to provide stimulus, (7) skills to demonstrate, (8) skills in theory. Based on the explanation above, it is necessary to pay attention to and evaluate the performance of teachers, especially physical education teachers so that they can carry out their duties and obligations in the learning process effectively and efficiently; so the research investigating the Performance of Middle School Physical Education Teachers in Pekanbaru City. Given the importance of creating quality human resources from qualified teachers, this study aims to examine the competence of physical education, sports, and health.

## METHOD

This type of research is a survey using the Ex Post Facto approach, meaning that the researcher does not intervene or provide treatment (Maksum, 2015). The sample for this study was taken by random sampling consisting of 10 school principals, 10 vice principals for curriculum, 10 vice principals for public relations at Pekanbaru City Public Middle School. This study assessed 33 PJOK teachers in 10 public junior high schools in Pekanbaru City. Collecting data in this study used a questionnaire with a Likert scale as a means of collecting primary data which was analyzed quantitatively. The interview was applied to obtain additional information to see from the perspective of physical education teachers. The indicators in this number consist of 14 indicators with 76 statements adopted from teacher performance assessment books that have been tested for validity and reliability.

Table 1. Teacher Performance Assessment Indicators Based on 4 Competences

Competency	Indicator	Number Of Questions
Pedagogic Competence	Mastering the characteristics of students	4
	Mastering learning theory and educational learning principles	6
	Curriculum Development	4
	Educational learning activities	11
	Development of potential learners	7
	Communication with students	6
	Assessment and evaluation	5
Professional Competence	Mastery of material, structure, concepts, and scientific mindsets that support the subjects being taught	3
	Professional development capabilities	6
Personality Competence	Act in accordance with the norms, religion, law, social and culture	5
	Shows a mature and exemplary personality	5
	Work ethic, high responsibility, pride in being a teacher	8
Social Competence	Be inclusive, act objectively, and not discriminate	3
	Communication with fellow teachers, educational staff, parents/guardians of students, students, and the community	3
<b>Number of Questions</b>		<b>76</b>

## RESULTS AND DISCUSSION

### Results

An analysis of the performance of physical education teachers consists of four competencies, namely pedagogic competence, professional competence, personal competence, and social competence. The results of data analysis were analyzed based on the Guidebook for Implementing Teacher Performance Assessment (2010), where the analysis results can be seen in the figure below.

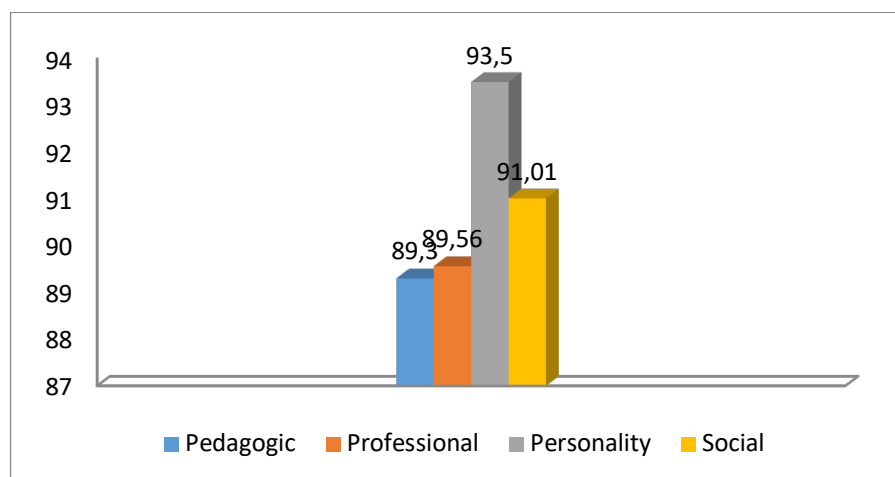


Figure 1. Diagram of Analysis Results of 4 Competency of Junior High School Physical Education Teachers in Pekanbaru City

The diagram above presents percentage data from the results of the analysis of the four junior high school physical education teacher competencies in Pekanbaru City where the highest percentage is in personality competence with a percentage of 93.50%, then the next sequence is in social competence with a percentage of 91.01%, then in professional competence with a percentage of 89.56% and last in pedagogic competence with a percentage of 89.3%. Thus, based on the results of the percentage of the four competencies of junior high school physical education teachers in Pekanbaru City, it is categorized as very good.

### Discussion

The research results on teacher competency variables was analyzed and then discussed based on percentage to illustrate how the quality of teacher performance is based on the four teacher competencies, including pedagogic, professional, personality and social competencies. The assessment was obtained

through a questionnaire filled out by 10 school principals, 10 deputy principals in the curriculum sector, and 10 deputy principals in the public relations sector who were in direct contact with the physical education teacher being assessed. Based on data obtained from school principals, pedagogical competence was very good, with a percentage of 89.3%, while the professional competence assessed by the deputy head of curriculum was also in the very good category, with a percentage of 89.56%. Likewise, in personality and social competence, the assessment of the vice principal in the field of public relations was also in the very good category, with a percentage of 93.5% and 91.01%. Personal and social competencies reach a higher percentage than pedagogical and professional competencies.

Based on the results of interviews with the physical education teachers assessed, understanding the characteristics of students, especially at the transitional age (13-15 years), has its obstacles. However, this is not a problem for Physical Education teachers in improving the quality of Physical Education learning at school. It is in line with [Anita S. & Damrah \(2020\)](#) stating that physical education teachers can always think creatively in any situation. The good quality of teacher performance is influenced by other things, namely supervision carried out by the principal or supervisor 1-2 times each semester at Pekanbaru Public Middle School so that teachers can self-evaluate to improve the quality of the teaching and learning process. Implementation of supervision helps teachers minimize obstacles, improve their abilities, and learn to be more effective and efficient ([Tusadiyah & Sabli, 2019](#)). From the aspect of professional competence, Physical Education teachers at State Junior High Schools in Pekanbaru City were able to develop two indicators which included; a) mastery of the material, conceptual structure, and scientific mindset that supports the subjects taught and b) professional development skills. Physical education teachers must be able to always be up to date and master the lessons that will be delivered and be able to prepare themselves by obtaining information from various sources in accordance with the times ([Syaputra, 2020](#)). It is in line with the research of [Iwan dan Indah \(2022\)](#), investigating the quality of a physical education teacher includes mastery of material at school and mastery of scientific structures and methods so that they can be implemented properly and correctly. In the personality competence of

Physical Education teachers at Pekanbaru City Public Middle School, they were able to develop three indicators which included; a) act according to norms, religion, law, social and culture, b) show a mature and exemplary personality, and c) work ethic, high responsibility, a sense of pride in being a teacher. [Syaputra \(2020\)](#) stated that personality competencies in his research also obtained very good results (93.5%) and stated that teachers must indeed be able to have a positive impact without discriminating against social status, ethnicity, religion and race so that they can carry out their duties feeling comfortable. As is known, learning physical education and sports does not only aim to develop physical aspects but also mental, social and moral aspects ([Bahar & Mutmainna, 2021](#))

Furthermore, social competence shows high results because junior high school physical education teachers in Pekanbaru City are able to communicate properly and effectively with students, school members, parents/guardians of students and the surrounding environment to improve learning and create a harmonious environment. ([Fitriani, 2013](#)) also found in his research that social competence is in the very good category, with a percentage of 91.01%. The average physical education teacher at the Public Middle School in Pekanbaru City also stated that the learning process went well because of the availability of good facilities and infrastructure because teaching and learning activities were facilitated apart from salary, environment and school principal leadership ([Musfira, 2021](#))

## CONCLUSION

Based on the research that has been conducted, the results of this study assumed that in the performance assessment of physical education teachers, the most dominant of the four competencies are personal and social competencies compared to pedagogic and professional competencies. The pedagogic competence got very good, with a percentage of 89.3%, while the professional competence assessed by the vice principal in the field of the curriculum was also in the very good category, with a percentage of 89.56%. Furthermore, on personality and social competence, the deputy headmaster's assessment in the field of public relations is also in the very good category, with percentages of

93.5% and 91.01%. So from this study, it is hoped that the results of the assessment of the four competencies will be used as self-evaluations in increasing professionalism, and further research is needed regarding the performance of physical education teachers with different subjects and instruments, such as in high schools and using instruments that can see the performance of physical education teachers in more detail.

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