

## Physical Education Teacher's Quality Based on the Indonesia National Standards

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### Abstract

The quality of teacher's competency has widely recognized as the key to achieve a desirable outcome in the delivery of physical education (PE) in schools. However, the issue on teachers' quality which anchored on the competency standards is still latent. For that reason, a measurement is necessary to reveal the real issue so that a positive action can be taken. This article aims to present the conclusion of PE teachers' quality measurement through an online survey on <http://www.risetpjokindonesia.com>. The evaluation took in a teachers' community in the Sustainable Competency Improvement activities. There were 37 physical education teachers in elementary schools participated in the questionnaire developed by the "Indonesia Physical Education Research" team. Further, there were four competencies on Indonesia National Standards which measured in the instrument: pedagogy, social, personality and professional competence. The results show that the teachers' competencies value is 66.9% with each competency indicates 52.3% for pedagogical skill, 81.9% for social, 80.4% for personality, and last but not the least, 71.6% professional competence. The pedagogical competency took the most urgent priority for further investigation.

**Keywords:** competence, Physical Education teacher, and Indonesia National Standards.

### Introduction

Teacher is a professional educator who educates, guides, trains, gives an assessment, and evaluates students. Educating students is not only dealing about the knowledge or skill, but also student character and moral. Furthermore, a teacher must be a good role model for students so that students can have good character according to the norms and values which are suitable and applicable in society. The quality of teachers in Indonesia has been regulated through a law stating that, every teacher must have good competence in four types, namely pedagogical, social, personality, and professional competence (Indonesian Government, 2005). Furthermore, the law was clarified by the issuance of a government regulation that regulates national standards for teacher competence. The four competencies are further broken down into 24 sub competencies to clarify the teacher in meeting the demands of national standards (Ministry of National Education of Republic of Indonesia, 2007).

The emergence of these regulations finally the government began trying to make the right formula to monitor the quality of the teachers. It is started from the portfolio model to written tests based. For now, the measurement of teacher competence uses a written test commonly referred to as Teacher Competencies Test (TCT). Measurement of teacher competency through TCT is conducted based on government regulations that only measure two of the four competencies that are pedagogic and professional competencies (Ministry of Education and Culture of Republic of Indonesia, 2012). The

results of measurement of competency through TCT are still not satisfactory, the measurement results show that the average value of national teacher competencies is still below the national target (Suroto, 2017a).

The results of measurements through TCT are expected to be the material for improving competence by the teacher. The value of competence should be the starting point for teachers to improve their competencies. But with TCT measurement system carried out by the government still based on tests for selected teachers, it still does not optimally facilitate teachers in the self-evaluation process. For this reason, the *Riset Pjok Indonesia* (Indonesia PE Research) team made the complement of TCT measurement, which is to build the *risetpjokindonesia.com* website as a database to measure four teacher competencies. Not only teachers, through the website the prospective teachers can also measure their competencies. Measurements by the *Riset Pjok Indonesia* team began in 2016, the results of measurements on teacher competency showed that the higher the college year the higher the competency of prospective teachers (Suroto, Khory, Dinata, & Priambodo, 2017). Furthermore, the measurements made to the teacher show a different thing, that teacher competence is not directly proportional to the period of work (Suroto, 2017b).

Actually there has never been evidence that measures of measurement of teacher competence can automatically improve teacher quality in terms of competence or quality of learning. However, the measurement process is expected to be a predictor for other variables related to teacher quality. For example, the general pedagogical knowledge is a significant predictor of the quality of learning created by teachers (König & Pflanzl, 2016). That is, through measurement alone, other variables can be predicted to be affected. The implication of this is that knowledge built from measurements can help teachers, academics and stakeholders make decisions for teacher professional development activities.

The activity of measuring teacher competency can be a diagnostic activity on the quality of education. From the results of further measurements, the professionalism development decision can be carried out in focus on the weaknesses found. This is in accordance with the measurement function carried out through the *Riset Pjok Indonesia* team which provides non-test-based measurements but makes a questionnaire according to the demands of the government. This questionnaire is expected to be able to provide information on national standards for teachers so that they are easy to know the things that must be fulfilled to become quality teachers (Van Volkinburg, Marston, & Napper-Owen, 2008).

The purpose of writing this article is to describe the results of the physical education teacher's competency measurements by using instruments on the *risetpjokindonesia.com* website which was developed by the *Riset Pjok Indonesia* team. The concept of measurement that is carried out is entering into teacher competency development activities through the activities of the physical education teacher community.

## Method

The survey became the method chosen in measuring the competence of the PE teacher. Four full competencies are measured using a web-based questionnaire.

### 1. Participants;

37 physical education teachers who teach in elementary schools in the city of Surabaya participated in competency measurement activities. They came in the measurement event with an invitation from the physical education teacher community in the city of Surabaya. In addition, some teachers came out of invitation as volunteers who had the awareness to get the opportunity to measure their competencies.

## 2. Instrumentation;

The instrument used is a web-based questionnaire developed by the *Riset PjOK Indonesia* team. The web address as a database is [risetpjokindonesia.com](http://risetpjokindonesia.com). The instrument has proper validity and reliability based on the results of development by the *Riset PjOK Indonesia* team (Suroto, 2016a). The form of the instrument is a closed questionnaire that provides 1-6 choices of answers with values ranging from 0-5. In addition, each closed question item is equipped with a proof description column that functions for the form for the teacher in explaining the evidence of choice submitted by the physical education teachers. Measurements were taken to find out the four physical education teacher competencies, namely pedagogical, social, personality, and professional competencies.

Pedagogical competency is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. Sub competence in Pedagogic competency such as (a) understanding students in depth which includes understanding students by utilizing the principles of cognitive development, personality principles, and identifying students' initial teaching supplies, (b) designing learning, including understanding the foundation of education for the sake of learning which includes understanding the foundation of education, applying learning and learning theory, determining learning strategies based on student characteristics, competencies to be achieved, and teaching materials, and composing learning designs based on selected strategies, and (c) carry out learning which includes setting the setting (setting) of learning and implementing conducive learning.

Social competency is teachers ability to communicate and interact effectively with students, education staff, parents or guardians of students, and the surrounding community. It can be reflected in any occasions such as (a) being inclusive, acting objectively, and not being discriminatory because of consideration of gender, religion, physical condition, family background, and family social status, (b) communicate effectively, empathically, and politely with fellow educators, education personnel, parents and the community, and (c) adapt in place of duty in all regions of the Republic of Indonesia that have a diversity of socio-cultural.

Personality competency is a personal ability that reflects a stable, mature, wise and authoritative personality, becomes a role model for students, and has a noble character. The implementation of this competency can be reflected in various setting such as (a) a steady and stable personality includes acting in accordance with social norms, being proud of being a teacher, and having consistency in acting according to the norm, (b) an adult personality that displays independence in acting as an educator and has a work ethic as a teacher, and (c) a wise personality is to display actions that are based on the usefulness of students, schools and society and show openness in thinking and acting.

Professional competency is the mastery of learning material widely and deeply, which includes mastery of curriculum material in school subjects and scientific substance that covers the material, as well as mastery of the structure and methodology of science. In details, it can be translated as follows (a) mastering the material, structure, concepts, and scientific mindset that supports the lessons learned, (b) carrying out standards and basic competencies of the subjects or fields of development, and (c) develop learning materials that allow students for being capable and creative.

## 3. Procedures;

Teacher competency measurement is carried out in a format for improving physical education teacher competencies in the teacher community. Measurements are carried out beginning with the presentation of material by experts. Next the teachers create an account on the [risetpjokindonesia.com](http://risetpjokindonesia.com) website. From the account created the teacher can take measurements online. So, in order to be able to follow this measurement the teacher is required to become a member in the database developed by the *Riset PjOK Indonesia* team.

Online questionnaires are filled in in a series of activities guided by the *Riset PJKO Indonesia* team. The *Riset PJKO Indonesia* team guides up by ensuring that filling out the questionnaire is done correctly until filling in the description of the evidence by the physical education teacher.

#### 4. Data analysis;

Analysis of the data used is descriptive technique. The results of the descriptive analysis are then interpreted into five categories (Suroto, 2016a) use the categorization rules as follows.

Category 1=  $0 \leq \text{Bad} \leq 20$

Category 2=  $20 < \text{Less} \leq 40$

Category 3=  $40 < \text{Fair} \leq 60$

Category 4=  $60 < \text{Good} \leq 80$

Category 5=  $80 < \text{Great} \leq 100$

## Results and Discussion

The measurement of teacher competence through the *risetpjokindonesia.com* website has the advantage of completing the type of competency that is measured, namely measuring pedagogical, personal, social, and professional competencies. The measurement results can be seen in table 1 as follows.

Table 1. The results of the physical education teacher competency measurement

	Pedagogic	Personality	Social	Professional	Total
N	37	37	37	37	37
Average	52.5	80.4	82.1	71.9	66.9
Std. Dev.	10.997	13.301	16.481	13.964	9.099
Max	74.4	100.0	100.0	95.2	83.0
Min	27.9	55.0	43.8	33.3	49.0

Based on table 1 above, it can be explained that as many as 37 PE teachers who complete the teacher competency measurement get an average total score of 66.9% in the good category, the standard deviation value is 9.099%, the highest value is 83.0% in the great category, and the lowest value of 49.0% falls into the normal category. In pedagogic competence, the average value of 52.5% is included in the normal category, the standard deviation value is 10.997%, the highest value is 74.4% in the good category, and the lowest value of 27.9% is in the less category. In personality competencies, the average value of 80.4% is in the great category, the standard deviation value is 13.301, the highest value of 100.0% (perfect) falls into the great category, and the lowest value of 55.0% falls into the normal category. In social competence, the average value of 82.1% is included in the great category, the standard deviation value is 16.481%, the highest value is 100.0% (perfect) in the great category, and the lowest value is 43.8% in the normal category. In professional competence, the average value of 71.9% is in the good category, the standard deviation value is 13,964%, the highest value is 95.2% in the great category, and the lowest value is 33.3% in the less category.

The results showed that the lowest type of competency was pedagogic, professional, personality, and the highest was social competence. This is not different from the results of previous research by the *Riset PJKO Indonesia* team in other regions which shows that the value of pedagogic and professional competencies is not higher than the values of personality and social competencies (Suroto, Priambodo, Dinata, & Khory, 2016). This should be a concern for the teacher to the academics, especially those in PETE, who are the lecturers for physical education teachers and the development of physical education teacher competencies. Teacher weaknesses in teacher competency in pedagogic and professional becomes very dangerous because in these two competencies it becomes the key to the success of the teacher in designing and carrying out the main tasks of the teacher.

The results of this study indicate that how currently the act of developing teacher professionalism is indispensable especially in pedagogical competence. Competence is the main key for teachers because it directly relates to the ability of teachers to design and carry out the main tasks of teachers as educators. There are at least three key things in developing professionalism in the pedagogic domain so that the quality of education and learning outcomes are good, namely pedagogical content knowledge, pedagogical knowledge, and content knowledge (Evens, Elen, Larmuseau, & Depaepe, 2018), even this can be applied early to prepare qualified teacher candidates (König et al., 2016).

The activity of measuring teacher competency in this article conducted through the teacher community is considered the most appropriate. This form of measurement is packaged in the form of activities to develop teacher professionalism on an ongoing basis. Measurements made through [risetpajokindonesia.com](http://risetpajokindonesia.com) while this is still done in the teacher community activities. So that the measurements that have been made while still within the community of teachers who truly carry out their role as a center for the development of teacher professionalism on an ongoing basis (Vangrieken, Meredith, Packer, & Kyndt, 2017). It is expected that the entry of the research team in the teacher community will recognize this measurement system, then be guided and accompanied, until they can independently measure competency periodically.

In general, routine professional development activities are carried out in schools belonging to the teacher community. In such activities, it can be possible to guard national standards formulated by the government by the headmaster. Not only schools, universities also contribute if such measurement activities are carried out periodically. So that the collaboration of schools and colleges will further complement the government's efforts in realizing quality teachers in accordance with the national standards formulated (Suroto, 2016b). Furthermore, if these good activities are carried out routinely, the mapping of teacher quality can be done through the teacher community.

## Conclusions

Many things need to be done by the teacher to be able to become a professional teacher. However, as a state apparatus stipulated in the law, all things done by the teacher must be in accordance with the demands given by the government. The results of the study show that not all competencies determined by the government have obtained satisfactory values. The lowest competency is pedagogic, professional, personality, and the highest is social competence can provide information that all interested parties can immediately make a decision to improve the competence of the weakest teachers. It is highly recommended to improve the teacher competencies by engaging them in to teacher group discussion, teacher workshops and any other programs.

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