

Teachers' Competence of Physical Education, Sports and Health of Junior High School (First Functional Level Teacher of West Sumatera)

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ABSTRACT

The purpose of this study is to know the teachers' competence ability of Physical Education, Sport and Health (PESH) of Junior High School of first functional level teacher of West Sumatera. Instruments used are Objective test of standard teachers' competency test for Physical Education, Sport and Health teachers of Junior High School whose first functional level consisting of 70 items of professional competence test and 30 items of paedagogic competence test. Result study is based on the results from teachers' competence test conducted by the Education Quality Assurance Agency of West Sumatera in 2017, it shows that 13 people (11.11%) who pass with the criteria of ≥ 70 and 104 people (88.89%) who did not meet the passing great criteria specified by the General Director of Teacher Training of the Ministry of Education and Culture of the Republic Indonesia. Based on the results of the study above, it can be concluded that (PESH) Junior High School teachers of West Sumatera who pass with the passing great established by the General Director of the Ministry of Education of West Sumatera that more than $\geq 70\%$ did not meet the passing great of National test of Teachers' Competence of Physical Education, Sports and Health.

Keywords: *Teachers' Competence of Physical Education- Sport and Health, First Functional Level, Junior High School*

1. INTRODUCTION

To improve the quality of education at junior high school, it is supported by several factors, including the level of teachers' competence in accordance with the subjects being taught. The teacher is an educator at school, both public schools and private schools that have the ability to educate professionally. To create qualified students, the teacher must master the 4 (four) competencies based on the Law no. 14 of 2015 on Teachers and Lecturers in Article 10 paragraph 1 states that [1].

"Teachers' competence as referred to Article 8 includes: Pedagogic, Personality, Social and Professional Competencies gained through professional education" [2]. Qualified teachers are "those who can effectively educate learners, according to their constraints, resources and environment [1].

Pedagogical competence is a competence that encourages teachers to have the ability to understand the learners, to design and to implement learning situation, to evaluate learning outcomes and to develop the learners to actualize their various competencies. Personality competence is a personal ability that reflects a steady, stable, mature and authoritative personality. Social competence is demanding teachers to have the ability to

mingle and communicate effectively, with learners, education personnels, guardians or students' parents and surrounding community. While Professional competence is the teachers' ability on mastery of learning materials broadly and profoundly.

To know the level of teachers' competence who teach the subjects of Physical Education of Sport and Health (PESH), so once in one Education Quality Assurance Agency of West Sumatra, conducts National Test of Teachers' Competence of Physical Education, Sport and Health of Junior High School in West Sumatra via online in 2016.

Competence is the result of a combination of education, training and experience. Ability or attribute inherent in a teacher according to Oxford dictionary is the inherent quality of a person [2], whereas according to Indonesian Dictionary competence is the ability to master something. From the description above, it can be interpreted that the competence is mastery or skill towards something done [3].

"Professional competence of PESH teachers concerns with a teacher who has extensive and in-depth knowledge about the subjects taught, including in selecting and using appropriate teaching strategies or methods; these

competences consisting of cognitive, motoric and affective competence" [4].

The policy of improving the quality of education and teaching in the subjects of Physical Education, Sport and Health at Junior High School should always be undertaken by various parties, both government and other components involved [2]. Teachers as one of the involved components have big duties and responsibilities, because the future of the students is determined by teachers who have excellent competence [5]. In the Law of RI No. 14 of 2015 and Government Regulation no. 19 of 2005 competences that must be owned by a teacher are:

Professional Teachers' Competence in PJOK Subject

Professional development of teachers becomes attention for the current government, because teachers have the task and role not only provide information, science, and technology to learners, but also form the attitude and soul to survive in the competition era [6]. Professional teachers should have professional competence in the subject being taught to learners. Professional competence is the teachers ability in mastering material that is taught widely and deeply covering the mastery of the curriculum subjects [7].

"Professional competence is a capability related to subject materials broadly and deeply including the mastery of science's substance that oversees the curriculum materials and adds the insight as a teacher" [8]. With a good teachers' competence will produce qualified students, either in academic, skill, emotional, or spiritual morals [9].

In improving the teachers' competence, the head master delegates his authority to his deputy to coordinate all the teacher's competence improvement programs. In this case the vice principal, also deliberates and cooperates with senior teachers. The Principal undertakes strategies to improve teachers' competence by forming Subject Teachers Forum (MGMP) in accordance with the subject [10]. To improve the professional competence of Physical Education, Sports and Health (PJOK) teachers.

a) Have a Library Room at Home

Physical Education, Sport and Health handbooks and other books related to the material in the curriculum of 2013, there is a saying: Book is a repository of knowledge which means if a teacher wants to have a lot of knowledge, he should read books according to the field of science that is taught in school. With many teachers reading books related to the subject he taught.

b) Reading and Writing Scientific Works

Reading and understanding the contents of other scientific journals and papers in the field of teacher education can develop the professionalism: in addition to increase insight and knowledge, reading and writing scientific papers also can improve the teachers skills in creating new ideas in the subject being taught [11].

c) Following Actual News From Media Coverage

A professional teacher does not want to miss out on the latest information, especially about information of the subject being taught. Besides reading educational books related to the subjects, teachers can read news both in printed media and electronic. By following the latest education news, the teacher will be able to increase his insight to hold innovations for the material being taught in class [11].

d) Following the Training

A professional teacher does not want to miss the latest information about the training. It is one of the efforts in improving the professionalism which is in training the teachers' ability will be improved. "Training that needs to be followed in improving teachers' professionalism is related to the implementation of teachers' duties, especially in learning process, so after giving the training the teacher has new experiences, skills and knowledge of various problems about teacher's duty" [11].

According to Departemen of Education and Training Government of West Australia 2008, the teachers competence relates to the ability to apply professional knowledge and skills in the workplace or class, and it is supported by the values or attributes attached to them, while Indonesian Education Department (*Depdiknas*) (2005: 27), defines competence as a knowledge skill and the basic values reflected by the habit of thinking and acting.

Furthermore, Competence according to the Regulation of Minister of Education and Culture (*Permendiknas*) No. 16 of 2007 includes pedagogical competence, personal competence, social and professional competence which is obtained through professional education. The four competencies are integrated in teachers' performance. Components of professional competence are: 1) Mastering the material structure, concept and scientific mindset that support the subject of Physical Education Sports and Health (*PESH*) in junior high school 2) Mastering the standard competency and basic competency of *PESH* 3) Developing learning materials *PESH* creatively 4) Developing the professionalism in a sustainable manner.

According to the Regulation of Minister of Education and Culture No. 24 of 2016 about Core Competency and Basic Competency in 2013 Curriculum. In the attachment of Permendikbud no. 24 of 2016 includes Knowledge (K3) and Skills (K4) for Subjects of Junior high School as the basis for making National Standards of Subject Teachers' Competence in Primary to senior high school.

PESH Teachers in junior high schools must master the core competency (K1) about Knowledge (K3) for VII Class which is to understand specific motion: 1) Big Ball Games such as (Football, Basketball, Volleyball, Futsal, Tanga Ball), 2) Small ball games such as (Table Tennis, Rondes Game, Tennis court, Foot Takraw), 3) Basic Movement (walk, run, jump and throw) 4) Martial arts (Pencak Silat, Karate) 5) understanding the concept of physical fitness exercise (endurance, strength, body composition, flexibility and measurement. 6) gymnastics

floor 7) understanding various gymnastics skills / gymnastics physical courage 8) understanding motion specifics swimming (breaststroke) 9) understanding adolescents' body development 10) understanding healthy, balanced and nutritious eating patterns and dealings with health.

For VIII Class(K3) that is to understand the variations and combinations of specific movements: 1) Big Ball Game includes (Football, Basketball, Volleyball, Futsal, TangaBall), 2) Small ball games includes (Table Tennis, Rondes Game, Tennis court, Foot Takraw), 3) Basic movements (walk, run, jump, and throw) 4) Martial arts (Pencak Silat, Karate) 5) understanding the preparation of physical fitness development programs with health and skills. 6) understanding the combination of skills in the form of motion gymnastics floor 7) understanding the variations and the combination of a series of steps and swing arm to the rhythm of the music 8) understanding the motion of the specific pool (breaststroke), 9) understanding the need for prevention of promiscuity 10) understanding how to maintain safety. For Class IX are: 1) Big Ball games such as (Football, Basketball, Volleyball, Futsal, Ball Tanga), 2) Small ball games such as (Table Tennis, Rondes Game, Tennis court, Takraw), 3) Basic Movement, (walk, run, jump, and throw) 4) Martial arts (Pencak Silat, Karate) 5) understanding the compilation of development physical fitness program with health and skill. 6) understanding the combination of skills in the form of motion gymnastics floor 7) understanding the variations and combinations in the form of series of steps and swing arm to the rhythm of the music 8) understanding the specific motion of swimming (breaststroke) 9) understanding the first aid measures in the emergency even both for self and others 10) understanding physical activity against disease prevention [12].

Pedagogic Competence of PESH Teachers

The word pedagogic comes from Ancient Greek, namely *paedos* (son) and *agogos* (escorting, guiding, leading). From these two terms come a new term that is *paedagogos* and *pedagog*, both of which have almost the same meaning, that is, the ancient Greek servants who deliver or guide the children from home to school; after arriving the children being left, so in the sense of pedagogue is essentially about delivering the children toward maturity.

Another term is *Paedagogia* which means association with children; Pedagogy is the practice of children's education and then comes the term "Pedagogic which means the science of educating children" [13].

Pedagogic competence is an educational theory that questions what and how to best educate. Meanwhile, according to the Greek understanding, pedagogic is the science of guiding children that discuss about issues or problems in education and teaching activities, such as educational goals, educational tools, how to carry out education, students, educators and so on. Therefore, pedagogic is seen as a process or activity that aims to change human behavior.

Pedagogical competence in accordance with RI Law of Teachers and Lecturers Number 14 of 2005 and Government Regulation Number 19/2005 is an ability related to the understanding of learners and managing learning that is educational and dialogical [14]. The Directorate of Education Professional Team of Quality Improvement of Education and Educators (2006) has formulated substantively pedagogic competence covering ability towards the learners. Understanding insights or educational platform for the development of learners to actualize their potentials.

From the definitions above we can know that the pedagogic competence is the ability of understanding about the students in depth and the learning implementation that educate the understanding of learners include understanding of the children psychology development, while educational learning includes the ability to design lessons, implement learning, assess the process learning outcomes, and do continuous improvement.

Based on the background of the problem, the purposes of this study are:

1. To produce Instrument of Teacher's Competence of Physical Education, Sport and Health (*PESH*) in Junior high school of first functional level teacher in the form of Software
2. To know the ability of *PESH* Teacher's Professional and pedagogic Competence of Junior high school of West Sumatera.

2. METHOD

The type of research used is the developing of Research and Development (R&D), in order to produce *PESH* Teachers' Competence Instrument Test product of first functional level teacher of junior high school. To be able to produce the products being used then needs analysis research and to test the effectiveness of product, the research and development is longitudinal/gradual.

1. Development Methods and Procedures

This research is designed using *Walter Dick Lou Cary* Instrument development model using the following steps as follows:

- a. Analyze the material 2013 Curriculum of junior high school for VII, VIII and IX class
- b. Analyze learning objectives
- c. Know the functional level of the teacher
- d. Making Grid Instruments *UKG* of 2013 Curriculum Material of junior high school for VII class
- e. Develop an objective instrument item
- f. Validate the Instruments to Experts
- g. Create a Software Program and enter the items to the Program
- h. Conduct an instrument test of small group and group of *PESH* Teachers Junior High School of West Sumatera
- i. Analyze the instrument items (Validity, Reliability, Difference, Level of Difficulty, Stem Effectiveness / the item questions, Lock Option and Decoy Option).

2. Product Experiment Results

Product assessment aims to get standard instruments to determine the ability theoretically of professional competence and paedagogic competence of Physical Education, Sport and Health (PESH) of first functional level teachers in junior high school of West Sumatera amounted to 1060 teachers, test sample is taken by purposive sampling technique that is the teachers who have first functional level as many 117 people. In the assessment of this product will be described about the design of data type assessment, data collection instrument and data analysis techniques.

Design Experiment

Assessment stage is implemented in the development of the Instrument Test of PJOK teachers' competence who is in first functional level including: 1) consultation phase 2) expert validation and field trial phase in small or large scale.

3. RESULTS

Before doing the analysis to the data obtained from the sample, so it is firstly done data verification. Based on data verification, it turns out that from 117 people, sample data can be processed and analyzed.

1. Data Descriptions of PJOK Teacher's Competence of Junior High School of West Sumatera

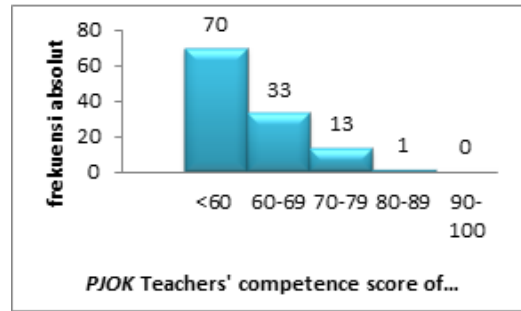
Based on the competence test of Physical Education, Sport and Health Teachers of junior high school of West Sumatera, from 117 of first functional level teachers, the lowest competence score is 19,05 and the highest competence score is 85,71 and the range is 66,66 and the average competence score is 57.14, standard deviation is 10.35, middle value is 57.14 and mode is 60,71 for clearer description can be seen in the table 1.

Table. 1 Score of PESH Teachers' Competence of Junior High School of West Sumatra

First functional level

Competence score	Fa	fr
90-100.	0	0,0
80-91	1	0,9
70-79	13	11,1
60-69	33	28,2
<59	70	59,8
	117	100

From table 1 above, PESH Teachers who have competence scores between 90-100 is none. Competence score of PESH between 80-91 is as much as 1 person (0,9%); those who have score 70-79 are as many as 13 people or 11,1% and those who have competence score between 60-69 is counted to 33 people (28,2%) and those who have competence score of less than 59 is 70 people (59.8%). For more details can be seen in picture below:



Picture. PESH Teacher's competence score of Junior High School of West Sumatera in 2016

Based on table 1, from 117 PESH teachers participated in the teacher's competence test, in the average group of 5.14, are 70 persons (59.8%) and those above the average group are 47 persons (40.17%), from the description above it can be concluded that teachers who have competence test score that is in below average is much more than above average.

Based on the results of a study of 117 PESH First Functional level teachers in junior high school of West Sumatera, which met the passing great score of at least 70 are as many as 13 persons (11.11%) and those who did not pass are 104 persons (88.89%). PJOK Teachers of Junior High School in West Sumatra, First Functional Level teachers, many of them who do not pass the competence test conducted by the West Sumatera Quality Assurance Agency in 2016 via online, according to Muhammad Nuh, the Minister of National Education, dated August 6, 2012; there are many teachers who did not pass the Teachers Competence Test, one of the causes that need to be corrected is the curriculum of the Institute for Educational Teaching (LPTK) in Indonesia, besides teachers should also be able to evaluate themselves whether the teachers as a professional can master the subjects being taught or not. To increase teachers' competence, it is necessary to activate the Subject Teachers Forum (MGMP) of PJOK teachers of junior high school in the discussion about the material taught and being held the training of 2013 curriculum.

4. CONCLUSION

Based on the research results above, it can be concluded that the teachers of Physical Education, Sports and Health of Junior High School in West Sumatera who passed by a great passing ≥ 70 set by the General Director of the Ministry of Education and Culture of the Republic of Indonesia in 2016 were 13 persons (11.11%) and those who did not pass are 104 persons (88.89%).

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