

## Competencies of Junior High School Physical Education Sports and Health Teachers



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**ABSTRACT:** The purpose of this study is to analyze the level of pedagogic and professional competence of Physical Education Teacher for Sports and Health First High School in Payakumbuh City. This type of research is quantitative using descriptive methods. The population in this study amounted to 18 people. The sampling technique used total sampling, thus the number of samples in this study amounted to 18 Physical Education Teachers for Sports and Health Junior High School in Payakumbuh City. The data analysis technique used is the percentage. The results of the study obtained that; The level of teacher competence of Sports physical Education and health Junior High Schools in Payakumbuh City are in the less category (62.56), which consists of pedagogic competence in the less category (63.17%), and professional competence in the less category (61.94%).

**KEYWORDS:** Competency of Junior High School Physical Education and Health Teachers

### I. INTRODUCTION

The past decade has seen intense efforts to increase the likelihood of children's early school success by examining aspects of early school competence that are associated with subsequent achievement and school success. Efforts to document and improve children's readiness for school are reflected in investments in major research efforts such as improving teacher competence (Hamre, B. K., et al. 2012).

It is expected that physical education sport and health teachers in Paya Kumbuh Junior High School have Pedagogic competence and Professionalism in the assessment of teacher competence. This has been identified as the incorporation of specialist knowledge, autonomy and service and a commitment to learning throughout a career (Arthur, L. 2009). Although the concepts of pedagogic and professionalism have shifted away from the concrete (Hanlon 1998:45), it can be argued that academics are professionals. Their work involves an expert level of knowledge that (Becher & Trowler 2001). Their autonomy is linked to academic freedom (Blomqvist 1997), and, within an agreed framework, teachers also have individual autonomy in terms of what and how they teach and research (Trowler 1998). They provide a service to their students, their communities of practice and society as a whole, through the expansion of knowledge and understanding (Hoecht 2006), underpinned by pedagogic and professional ethics (Macfarlane 2001). Their work requires an ongoing focus on learning, through the development of their own and others' knowledge and skills (Knight 2002; Ramsden 2003).

The teacher competency assessment system is an *evidence-based appraisal* system designed to evaluate the level of competence of individual teachers in carrying out their main duties as professional teachers. Teacher competency assessment is expected to have positive implications for the improvement and enhancement of teacher professionalism, and must also have an impact on improving student achievement (Purnomo 2017).

Competence or performance according to Armstrong (2000) "*it is a record of a person's accomplishments*". Furthermore, Jones, Jenkin & Lord (2006: 4) say "*performance leads to the conclusion that an individual's performance needs to be gauged with both behaviors and outcomes in mind*". In the sense that performance/ competence is a total collection of behaviors that a worker shows. Thus, teacher competence is the result achieved by the teacher in carrying out the duties assigned to him and the responsibility of the teacher based on skills, experience, and seriousness within a certain time span.

The importance of teacher assessment cannot be overstated (Monyatsi 2009), as it is critical to improving the professionalism and social standing of teachers themselves (OECD2013b). Teachers are considered to be the key to quality education as quality education is seen as a means to economic development. Teacher competency assessment, however, has

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evolved over time in an attempt to find the most suitable and effective way to assess teachers' competencies. to measure teachers' competencies in improving teaching, both pedagogical and professional competencies (Day 2013).

This study focuses on pedagogic and professional aspects to look at academic competence. This is an interesting area of study as it is considered an important element in understanding the quality of teacher competence (Cardoso et al. 2011). The influence of these factors on academic competence has not previously been tested in the context of junior secondary schools which historically has not been done in Payakumbuh city.

In fact during their careers, teachers are increasingly entangled in pedagogical and professional competence development activities that target different areas of teaching taken in different forms. In recent times, emphasis has been placed on developing and supporting physical education teachers to grow pedagogically and professionally in terms of competence (Figazzolo 2013). Several factors have played a role in driving towards quality education. The quality of teachers is reflected in their competence in the classroom, i.e. the quality of teaching and outside the classroom. Therefore, this proposal focuses on a review of the competence of junior high school physical education teachers in education in Payakumbuh City.

## II. METHODOLOGY

### Sample and data collection

The population of this study were 18 public and private junior high school teachers in Payakumbuh City. As a method of data collection in this study, using *total sampling* technique, the data to be taken is only 18 teachers.

### Research instruments

To verify the proposed hypothesis, it is necessary to conduct measurements related to pedagogical and professional competencies (Bui et al., 2019; Fiske, Cuddy, & Glick, 2007). Thus, to obtain information The data collected in this study are primary data taken from test respondents. For more details, the instrument used in data collection can be the instrument used in this study is the Penjasorkes teacher competency test (Masrun 2020).

### Data analysis

## III. RESULTS

In this chapter, it will be described about the variables studied, namely one variable, namely teacher competence consisting of pedagogical and professional competencies. The results of processing research data are presented as follows:

**Table 1. Frequency Distribution of Physical Education Teacher Competency**

Target	Pedagogics		Professional	
	<i>f</i>	%	<i>f</i>	%
High Competence	0	0,0%	0	0,0%
Medium competency	8	44,4%	8	44,4%
Lack of Competence	8	44,4%	7	38,9%
Competence Very poor	2	11,1%	3	16,7%
Total	18	100,0%	18	100,0%

Of the 18 Junior High School Physical Education and Health Teachers in Payakumbuh City, 2 teachers who have pedagogical competence are in the failed classification (11%), 8 teachers who have pedagogical competence are in the less classification (44%), 8 teachers who have pedagogical competence are in the sufficient classification (44%), and there are no teachers who have pedagogical competence in the good classification. Furthermore, of the 18 Physical Education, Sports and Health Teachers of Junior High Schools in Payakumbuh City, 3 teachers who have professional competence are in the failed classification (17%), there are 7 teachers who have professional competence in the classification of less (39%) as many as 8 teachers teachers who have professional competence are in the sufficient classification (44%), there are no teachers who have pedagogical competence in the good classification.

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**Table 2. Descriptive Physical Education Teacher Competency Test**

Goal	M ± SD	%	Category
<b>Pedagogic</b>	63 ± 5,91	63,15	Less
Mastering the character of students	59 ± 9,86		
Mastering educational theory	65 ± 11,30		
Developing curriculum	66 ± 9,70		
Organizing educational learning	65 ± 17,04		
Utilizing ICT in learning	72 ± 20,61		
Facilitate the development of students' potential	67 ± 22,87		
Communicate effectively, empathically and courteously with learners	67 22,87		
<b>Professional</b>	62 ± 6,24	61,94	Less
Mastering the structure and concept material	62 ± 6,46		
Mastering the structure and concept material	65 ± 21,3		
Develop creatively designed learning materials	65 ± 21,3		
Develop professionalism on an ongoing basis by taking reflective actions	48 ± 28,5		
Valid. Kompetensi Guru	63 ± 5,29	62,56%	Less

Notes: mean, standard deviation, percentage, category

Of the 18 physical education teachers have competencies in the category of 62.56%, which consists of pedagogical competence 63.15% is in the category of less, and professional competence 61.94% is in the category of less.

### IV. DISCUSSION

Based on the results of the study, it was found that the competence of Physical Education, Sports and Health teachers in Junior High Schools in Payakumbuh City was in the insufficient category, consisting of pedagogical and professional competencies. In general, it can be said that the achievement of the competency level is still below 81% which is classified as less. Based on this, it is necessary to make several efforts to foster teacher competence to be better. Lack of competence possessed by Physical Education, Sports and Sport teachers.

Junior High School Health in Payakumbuh City is seen from the pedagogical and professional dimensions. Based on the results above, the average pedagogical competence of physical education teachers in Payakumbuh City is in the sufficient category. The pedagogical competence is important in achieving the competence of physical education teachers. The sufficient pedagogical competence of junior high school physical education teachers in Payakumbuh City is influenced by three aspects of the study, namely; the lack of teachers understanding the theories and concepts of learning physical education, methods and teaching styles in physical education, and understanding the results of learning evaluations (Saifuddin, S. 2017). In addition, research conducted by Yusrizal, Y. (2017) looks at seven factors of teacher competency assessment: (1) lesson planning, (2) implementation of learning activities, (3) mastery of material, (4) learning strategies, (5) mastery of methodology, (6) classroom management, and (7) communication with students, discipline, evaluation of learning outcomes.

In addition, previous literature identified personal and contextual factors may influence teachers' academic competence (Subotzky & Prinsloo 2011; Lam et al. 2012; Zhoc et al. 2018 Teacher competence is influenced by the teachers themselves (personal factors) and the context in which teachers learn (contextual factors). These factors can be developed to construct instruments for measuring teacher competence. This relates to a socio-critical model and framework for looking at teachers' academic competence by focusing on teachers' intra-personal and inter-personal factors and academic and non-academic social elements (Subotzky and Prinsloo 2011). Therefore, the results of this study describe the pedagogical competence of physical education teachers in junior high schools in Payakumbuh City is in the deficient category, which can be proposed as a consideration in improving teacher competence, especially in physical education teachers.

Based on the results of the professional competency test owned by teachers in junior high schools in Payakumbuh City, it can be concluded that it is in the insufficient category. Professionalism, has been identified as a combination of knowledge and skills.

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specialist, autonomy and service and a commitment to career-long learning (Arthur, L. 2009). Although the concept of professionalism, shifts away from the concrete (Hanlon 1998:45), it can be argued that teachers are professionals. Their work involves a high level of expert knowledge (Becher & Trowler 2001). Their autonomy is linked to academic freedom (Blomqvist 1997), and, within an agreed framework, teachers also have individual autonomy in terms of what and how they teach and research (Trowler 1998). They provide a service to their students, their communities of practice and society as a whole, through the expansion of knowledge and understanding (Hoecht 2006), underpinned by professional, personal and social ethics (Macfarlane 2001). Their work requires an ongoing focus on learning, through the development of their own and others' knowledge and skills (Knight 2002; Ramsden 2003).

So it follows that there is clearly a range of values and assumptions that allow teachers to understand competence in a contextualized way. While this is a small-scale study, which may not be negligible, it highlights a professional aspect of measuring teacher competence that is less highlighted in the literature. Understanding more about teachers' construction of teacher competency evaluation in learning. So, this teacher competency assessment is in line with the results found by Arthur, L. (2009) that some teachers felt that the teacher competency evaluation conducted could help improve their professional skills, in terms of teaching in schools. Therefore, the results of this study describe the professional competence of physical education teachers in junior high schools in Payakumbuh City is in the less category, which can be proposed as a consideration in improving teacher competence, especially in physical education teachers.

## V. CONCLUSIONS

The level of competence of Physical Education Sports and Health teachers in Junior High Schools in Payakumbuh City, namely, (62.56%) is in the deficient category, namely; (1) Pedagogical competence of Physical Education teachers.

Sports and Health of Junior High Schools in Payakumbuh City, namely (63.17%) is in the insufficient category, (2) Professional competence of Physical Education Sports and Health Junior High School teachers in Payakumbuh City, namely (61.94%) is in the insufficient category.

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