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Analysis of Teacher Competencies in Physical Education Learning Achievement

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Abstract

This study aimed to determine how effective physical education teachers were in learning achievement for public elementary school students, especially for elementary schools in Tanjung Sari District. Because to undergo the teaching profession, several competencies must be possessed, namely pedagogical competence, professional competence, personal competence, and social competence. This study used a qualitative descriptive method with a natural setting or naturalistic inquiry design. The researcher conducted the research by conducting interviews with a sample of teachers in public elementary schools, and the data collection techniques used were observation, discussions, and documentation. In analyzing the data, researchers used data triangulation. From the research that has been done, data indicates that the teacher has attempted to master the four competencies, which include 1) mastery of the material, 2) class management, 3) learning variety, 4) teaching style, 5) social interaction, 6) Be well behaved. Most physical education teachers in the Tanjung Sari sub-district are competent. In the minority, some teachers are still in the evaluation stage to develop these four competencies.

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INTRODUCTION

Education is the delivery of knowledge related to the nature and objectives of Education, arising from the theory and practice of education. Because the course is ubiquitous in and throughout Indonesian society, the aims of social science and individuals are so diverse, and its influence is so profound; the subject is so broad, involving issues in ethics and social/political philosophy, epistemology, metaphysics, and philosophy of mind. (Aziz Amrullah, 2015). Education is an activity that is organized and organized socially to convey or provide the experience of socially significant knowledge from the previous generation to the next. The primary way to receive the science of learning is to attend training courses in educational institutions. (Saihu, 2020) education includes or is continuous with knowledge where education is also closely related to teacher expertise or competencies that teachers have called for the delivery of knowledge.

Teaching is a profession where the teacher must have competencies by the requirements of professional education personnel (Jajat Sudrajat, 2020). It is an accepted fact that teachers are usually not born but made. Good teachers maintain knowledge and skills through efforts to fulfill existing educational policies, especially in physical learning. (Lengkana & Sofa, 2017; Ramadan, 2022) One of the requirements to be a good teacher is to understand the teaching and learning process more deeply. To facilitate a better appreciation of the teaching profession

and the delivery process of Education (Subroto, 2019). This is the first step for professionals who excel in teaching by following the competence of teacher professionalism organized by related parties such as the government. It can improve the basic knowledge, especially in pedagogics, for teachers who want to become professionals working in teaching, especially for physical education teachers.

Physical Education is a learning process that focuses on knowledge, attitudes, and behaviors that are very important for students to live a healthy and fit lifestyle. In this process, students learn how to meet daily physical activity and fitness levels that are personalist, develop physical skills, and achieve knowledge to lead a healthy and prosperous life, especially for children at the elementary school level. (Setiawan et al., 2020) Physical Education is the development of students' physical competence and knowledge about movement and safety and their ability to use it to carry out various movement activities, including developing an active and healthy lifestyle. (Riyanto & Syamsudin, 2021) It also develops students' confidence and generic skills, especially collaboration, communication, creativity, critical thinking, and appreciation. All of this is done with the aim of maintaining positive values and attitudes in physical education, providing a basis for movement or physical health and health of a healthy way of thinking that is good for children's lifelong learning (Gandasari, 2019). This makes it clear that physical education activities are a reasonable

basis for elementary school children so that students have good motor movements. It can have a basis for early achievement that meets three aspects: psychomotor, cognitive, and affective. (Anggi Setia Lengkana, Entan Saptani, Encep Sudirjo, Mia Rosalina, Dadang Budi Hermawan, 2022)

Physical education teachers with high professionalism will be a bridge in developing potential students, especially children's motorists. Because physical education is also one of the efforts of the community and nation in facing and preparing the younger generation for a healthier life physically and spiritually and living a healthy life (Junaidi, 2020), there are several factors inhibiting teacher competence in learning, namely less supportive infrastructure schools, teacher education ability is low, the implementation of teacher training is not exemplary or less effective; and the government's lack of attention in awarding outstanding teachers. (Marsiano et al., 2019) Therefore, many factors can affect the learning not delivered; some obstacles will make learning not achieved. Therefore, a teacher must pay attention to the essential competencies of being a teacher.

Training Physical Education teachers before entering the field should develop critical competencies that guide graduates in their professional work. Implementing formative assessment at this stage is presented as a way for them to gain these competencies. (Syaputra, 2020) Educational competence consists of four essential core things: pedagogical, professional, Adian, and social

competencies, which are needed for teaching classes when learning occurs. Critical competencies to carry out learning or teaching professional teachers in schools, and competencies needed to become competent teachers (Ismail, 2010) Of these things, many things need to be considered, especially the teaching skills needed by competent teachers because, at the time of learning Seminal Suit Education, competent teachers must first learn about pedagogical science because it will be the basis of expertise that a professional teacher must have.

Pedagogy is a term pegged or tied to the methods and ways teachers teach in theory and practice. Pedagogy is shaped by the discipline of teaching an educator and paying attention to the interaction between different cultures and ways of learning. Meaningful classroom relationships must exist to provide students with a way to build on learning before them. (Mulyadi, 2011) Generally, every teacher has pedagogical expertise in the scope of the school that aims to teach and learn in their classroom. However, it is essential that they also consider the best and most structured content delivery and mastery evaluation based on individual student needs and provide how students in the class teach well and gain knowledge well. From this, pedagogical expertise is central to accelerating learning acquisition for all students. (Windrawanto, 2015) from the basic pedagogical skills that exist, teachers must be effective in delivering learning that aims to be easily digested by the child, including physical education teachers,

so that learning takes place and is conveyed in detail.

The effectiveness of physical education teachers on school performance has been studied in different research scenarios. Evidence shows that the quality of students' school performance depends mainly on physical education teachers and the quality of their teaching. As a result, research on the effectiveness of physical education teachers and effectiveness is needed because it aims to maximize learning (Winarni & Lismadiana, 2020). Physical Education teacher training before entering the world of teaching must improve critical competencies that guide graduates in their professional work. The application of formative assessment in this section is given as a way for them to acquire these competencies. This study assesses graduates' perceptions of developing key teaching competencies and whether significant differences in learning will all be seen by themselves whether they work as teachers or not. (Syaputra, 2020) Therefore, being a good teacher requires skills and competencies that must be possessed, especially pedagogical knowledge, which will later become the basis for teachers in providing learning.

The urgency in this research includes the main things or values related to basic abilities for a prospective teacher who wants to enter the world of education according to the four teacher competencies, which aims to enable the teacher to master and develop the abilities of all core aspects for a teacher, this is one goal with the literature that researchers get (Prabowo, 2005). While the researcher aims

to explore the core things, including background, last level, and basic skills that will affect learning that will convey what prospective teachers must have so that learning achievement is not hampered so that problems can be solved and can be seen what basic abilities must be prepared for a prospective teacher so that teaching and learning activities well (Muhtar et al., 2022) With that, research is carried out so that prospective teachers can understand and prepare themselves to meet the core skills that must be possessed so that learning runs well. Moreover, there are only so many teachers with backgrounds that are not by their path because it will affect the competence and meaning of every learning activity at school.

In the literacy reading that the researchers got, a journal study contained insights about how competent a teacher is because a teacher must have pedagogical skills. Where the presence of competent teachers will facilitate the learning that will be given will be conveyed well. (Dhuhary, 2020) The research is based on what researchers read where this journal research discusses or examines teacher competence which is focused on teacher pedagogy and professionalism, in which some discussions or problems include how the role of physical education teachers has been implemented or vice versa (Chaeruddin et al., 2005) while the research that I made aims to analyze the competence of physical education teachers which includes personality competence, pedagogic competence, social competence and professional competence in Tanjungsari

District in achieving physical education learning whether learning has been achieved with the competence of the teacher because teacher competence plays a significant role in the achievement of learning for these students, especially for students in Tanjungsari sub-district, and in the title research that I took using qualitative descriptive methods with Natural setting designs where research is carried out naturally.

METHODS

In this research, researchers use a qualitative descriptive method with a natural setting design, where this research is carried out directly naturally (Ramadan & Juniarti, 2020). As it is based on the subject's perspective at the time of data collection that will be carried out *in situ*, this research aims to find out how effectively teachers deliver learning in developing movement or motor skills for students (Athens, 2010), especially in the delivery of physical education material for elementary school children in Tanjungsari sub-district. This research was also conducted to find out the problems that occur why learning is not maximized or less effective so that children cannot receive learning correctly. Research is conducted to find the information needed from several sources to find the truth from different data or informants. (Alfansyur & Mariyani, 2020)

In this study, the author took or processed data on problems in public schools in Tanjungsari, Sumedang, namely elementary schools in Tanjungsari District, to coincide

with odd semester learning in 2022. In this study, the physical education teacher at SDN Tanjungsari sub-district will be a sample or subject in the data collection that the researcher will carry out. The instruments used in this study are interviews, the researchers themselves, where the researcher asks questions and listens. After that, the researcher records or takes data related to the goals needed by the researcher. (Alfansyur & Mariyani, 2020) Data collection techniques used in this study are observation, interviews, and documentation, where researchers conduct in-depth interviews related to problems or goals that researchers have (Rachmawati, 2007) in analyzing data that has been obtained by researchers using data analysis techniques, namely triangulation, where data will be studied as well as to find truth related to the focus of the problem to be studied (Richards & Hemphill, 2018).

FINDINGS AND DISCUSSION

This interview study was conducted at the beginning of the month, November 2, 2022, when this research was carried out in elementary schools in the Tanjungsari sub-district, Sumedang. The sub-district has 26 primary schools. There are also eight schools or eight teachers who became research samples, namely SDN Maruyung 1, SDN Tanjungsari 1, SDN Tanjungsari 2, SDN Tanjungsari 3, SDN Tanjungsari 4, SDN Jayasari, SDN Ciluluk 1, and SDN Margajaya. This research aims to determine the achievement of teachers' competencies and

what factors hinder the achievement of these competencies. (Damayanti et al., 2017) Because basically, teachers must master knowledge, understanding, abilities, values, attitudes, and interests to maximize the achievement of teaching and learning that will be done. Several factors affect the non-delivery or not maximizing of the material that must be provided.

Based on the results of data on teacher professional competence that researchers get after observation, interviews, and documentation that have been carried out, there are several essential data findings about things that significantly affect teacher competence in learning achievement. Several factors in asking questions that researchers provide inhibit less delivered or maximized learning. (Lestari, 2016) While teachers must possess essential competencies, as stated in **Law No. 14 of 2005** concerning Teachers and Lecturers, teachers must have pedagogic, personality, social, and professional competence. The four competencies are holistic and constitute a unity that characterizes professional teachers. Of the four competencies, teachers must master the whole if learning is to be achieved well, but some teachers rarely do self-evaluation.

a) Professional competence

This study aims to determine how high the concentration of physical education teachers is in the Tanjungsari sub-district. The problem that must be considered to become a professional teacher is the background because it will affect performance in the teaching and learning process (Azis, 2018). The problem

researchers get is that not all physical education teachers' backgrounds are in their fields of physical education or sports. The informant said, "I did not think about becoming a teacher. However, I wanted to become a policeman or a soldier, but because, at the time, the police test did not pass, the parents who proposed to become teachers "many physical education teachers who have art backgrounds or some teachers who have their initial dreams of becoming TNI, POLRI and even want to become a doc. Unlike teachers who do have teacher aspirations from the beginning, it will affect their work ethic (Mutakin, 2015). Based on facts in the field, it proves that the teacher's background will be one factor that influences teacher competence, especially in achieving learning.

The professional competence of researchers has explored the objectives to be investigated with questions asked about certification and the last level for the teaching profession because it will significantly affect professionalism for a teacher and is the most crucial aspect that must be possessed by teachers in order to develop teacher readiness in providing delivery of learning that will be carried out. This aligns with research (Istiarini & Sukanti, 2012). Based on data that researchers have collected through interviews, there is a fact that not all physical education teachers in Tanjungsari sub-district have been certified as teachers, especially since some teachers with educational backgrounds stopped at the D2 level. However, some teachers still take the teacher training program (PPG) to improve their education. Develop his

competence as a teacher. Of course, this will determine the professionalism of each teacher in working as a teacher. Therefore, teachers must have a great responsibility in delivering the material that must be delivered. The more teachers have high professionalism; the more teaching and learning activities will be easily appropriately achieved. (Kurniawan, 2011)

Furthermore, the data was collected again with questions about the efforts of teacher competence in making or planning to learn (Taqwim et al., 2020). Then researchers obtained data from informants. Some are familiar with and follow the times or the development of the existing curriculum for making learning plans. However, some say it is challenging to keep up with existing developments, especially teachers who have stepped on the age of 45-60. So teachers need to be more optimal in the delivery of learning. This is the same as what was said (Widyanto & Wahyuni, 2020) in delivering the learning material that will be provided. Making learning plans must be able to follow developments that can be followed by technological developments that are now proliferating. This will make it a task for a teacher to keep up with the times. This is agreeing with words. (Mulyatna et al., 2018) Plans are needed to increase profitability in meaningful learning activities while creating their characteristics for performance and style in each learning activity meeting. Therefore, planning must be carried out carefully and systematically to maximize the learning to be carried out.

b) Pedagogic competence

In terms of the competence of the ogik pedal, there is one issue that is very important for teachers to master, namely classroom management. As has been said (Surjana, n.d.), the researcher found data in which the informant said, "to manage the classroom there are more or less some obstacles that most teachers or informants get say that good classroom management is not easy because teachers must have the skills to make learning effective, especially during grade 1 learning in elementary school aka but some say that more and more teachers have been in their profession for a long time Then the teacher will know how to organize or manage a good class. Then the informant suggested one way to manage a good classroom, including dealing with quiet students and students who can be said to Make noise. Teachers always take a direct approach that aims to provide treatment according to the character of students (Nurhalisah, 2010). From the results, classroom management skills are the principal capital for a teacher to overcome ineffective and conducive learning. If a teacher already has skills in managing the class, the teacher can convey learning methods well. (Maulana et al., 2022) Therefore, what teachers must realize about competence from various angles must be developed by teachers, especially physical education teachers, especially in the ability to manage this class, including the competence of ogik pedag. (P Nasrulloh, A suherman, 2022).

Infrastructure facilities are the main component in physical education; infrastructure facilities, or what can be called

media tools and places in implementing physical education learning, are often vital conversations for teachers. (Hangara et al., 2019) The more and more complete media tools you have, the more likely it is for the success of achievement in physical learning. Even in Indonesia, most schools, such as elementary, junior high, and middle schools in the US, still lack media tools for learning PES or sports. (Megasari, 2014) like the interview data that researchers got from physical education teacher informants in the Tanjungsari sub-district, the majority almost entirely said that infrastructure facilities are very influential in learning delivery because informants state that forging t or field is an important thing when teaching and learning activities are carried out.

Furthermore, related to media and tools is still a problem for a teacher; of course, this will hinder learning how a learner will be delivered optimally (Happy, 2015). Informants say that even though the professional physical education teacher must be familiar with modifying learning tools, such as balls, cones, and other tools, not all tools can be easily modified. For example, in learning table tennis, where this learning is for high grade or sixth grade, if you have one or two table tennis, it will still need to be improved to do. This is one thought (Nasrudin & Maryadi, 2019). As we know, infrastructure or media, tools, and places in learning pugas Meru feed are the main things that teachers or the government must consider; quality to improve the quality of learning in elementary schools, especially children at an early age must have a

reasonable basis, especially in children's movements or motor so that they can be developed de ngan very good, because this will be very influential for the development of children in the future or the level that the child will take. Moreover, teachers must be more skilled in creating learning variations; the most important thing is that teachers must be skilled in modifying tools in learning (Kunter et al., 2013)

c) Social competence

In social relations, interaction is the principal capital in establishing relationships between parents, teachers, and even principals; quality to keep communication in discussing children's development in teaching activities, even social interaction is the main component in establishing communication to encourage children's motivation in learning. (Mahatmya et al., n.d.) Teacher communication carried out by physical education teachers to class teachers or homeroom teachers, or parents of students is an essential component that physical education teachers must do because this arena will be closely related to the achievement of learning well and maximally. If the physical education teacher does not have social competence, then some students will not achieve learning well. (Muspiroh, 2016; (Ramadan et al., 2020) According to the data obtained from interviews conducted by several physical education teachers in the Tanjung Sari sub-district, some teachers are not optimal in communicating with parents because of several obstacles to achieving communication.

However, some teachers regularly communicate with homeroom teachers; even

informants say that they often have regular meetings with parents and communicate to discuss students who have problems in teaching, just as there are quiet students, lazy in learning. Some students are usually cheerful, but the students look reflective at the meetings that are carried out. The communication is done to evaluate and solve what problems affect the student so that he becomes quiet or reflective. (Friskawati, 2021) Some information says that communication is essential to maximize the provision of learning material that will be fished; this agrees with (Puluh law, 2013) based on literacy that researchers read that communication and socialization are the main things that are very influential in achieving perfect learning; this is said to be related to communication is a gate for a To evaluate learning that is not conveyed to students or students, it can be concluded that social competence must be mastered for a teacher, especially teachers in physical education (Oviyanti, 2017) Because if the teacher has mastered the competence, it is likely that the provision of material in learning will run well and be conveyed as a whole to all students.

d) Personality competencies

Based on the data obtained by researchers related to personal competence, where informant argues, "Personality competence is the basis that must be possessed by someone who struggles in the world of teaching because the personal nature of the teacher will significantly affect the character of students. As we already know, teachers will be imitated; therefore, teachers must have

positive essential qualities such as a good work ethic, authority, creativity, and, most importantly, a good character and a disciplined nature to uphold existing rules. Agree with (Wardoyo, 2015). Therefore, researchers can conclude that teachers are the main component in the success of achieving the formation of good student character. Because teachers are expected to create great motivation for students, teachers must also be able to make arousal for students so that affective achievement and student character can be appropriately formed. This is one thought with what is said (Hakim, 2015) that teachers are the main actors in teaching and learning activities where teachers have superior characteristics, namely seen from what is said, actions, behavior, and neatness. The main thing is how teachers can overcome existing problems.

Discussion

In the research studies that have been carried out, researchers obtained much information that most of the four elements of competence possessed by physical education teachers in the Tanjung Sari sub-district are categorized relatively high and can be called competent in education, especially in the world of physical education. (Oviyanti, 2017) It was proven when getting interview data conducted with several questions, where the questions had covered the four teacher competence groups. That means most of the teachers in Tanjung Sari Elementary School have well-implemented in terms of classroom management and evaluation. However, there

are several things that must be considered by teachers in how to develop physical education learning, mastery of the material, and create innovations to provide great motivation for students so that learning plans are adequately achieved. (Tuerah, 2015; Iskandar & Ramadan, 2019).

Furthermore, in the research that has been done, many data was obtained, especially in terms of teacher professionalism in the Tanjung Sari sub-district; it was revealed that most teachers had mastered the learning material that will be delivered covering the skills that teachers must have, namely mastering the material, understanding student needs, having experience in teaching skills. (Bertills et al., 2019) Therefore, the most important thing is that teachers must have insight into knowledge about teaching science. Physical education teachers in the Tanjung Sari sub-district have mostly played a good role in improving their professionalism in holding decisions that will later determine student success in learning achievement. This shows that the teacher has mastered the components contained in the objectives of professional competence. (Kunter et al., 2013)

In the scope of education, there is a term called competence; as we know, there are four components that must be owned by teachers, one of which is that teachers are required to have pedagogic competence, which in it is contained that teachers must have deep knowledge of the way of teaching science, speaking skills, and good behavior that must be possessed. (2015). Therefore, teachers are required sent to develop their ability to master

teaching knowledge and always understand students with the aim that the material to be delivered is adequately achieved. Then the teacher must create conducive and practical learning in order to maximize the learning that will be done.

From the research data obtained through interviews, most physical education teachers in the Tanjungsari sub-district have mastered the elements of pedagogical competence. Such as management during learning can approach students who have difficulty learning, modify media tools, and teach learning with variations to convey it to students quickly. (Susanto et al., 2020) However, there is still an evaluation that must be done, namely how to manage classes that are conducive to physical education learning for first and second-grade students, because there are still teachers who have difficulty in managing learning, especially in the first and second grades during learning so that ma Anchovies are not well delivered. Therefore, teachers must be able to create innovation and variety to overcome these problems so that learning will be more conducive.

Teachers' professional competencies include knowledge, skills, beliefs, and professional motivation. They are essential predictors of teacher well-being and professional success (Gendy et al., 2014). Therefore, many elements must be mastered to become a professional teacher. Based on research conducted by physical education teachers in the Tanjung Sari sub-district, most teachers have mastered learning materials, and teachers have been able to create varied

learning because teachers are required to be skilled in mastering learning materials, so children are easier to accept the material being delivered. (Sudirjo et al., 2019) However, some teachers could be more optimal in mastering the material to be delivered and are influential from the background of their last level of education and ideals. Many physical education teachers aspire to become policemen and soldiers, and even some are more professional in the arts; it will significantly affect the professionalism of teachers.

Personality competence is one of the competencies that educators or teachers must possess. Because there are several elements of personality, namely behaving according to existing norms and customs to have a work ethic. In addition, there are five extraversion, friendliness, conscientiousness, emotional stability, and openness to experience. This is one understanding of what is said (Verhoeven & Vermeer, 2016). In connection with the explanation above with the research conducted, there is a fact that most teachers in the Tanjung Sari sub-district have fulfilled the elements of the existing personality competencies. For example, teachers have behaved according to existing norms and customs; primarily, most teachers can provide a sense of humor for children and make children more focused on paying attention to a teacher so that the provision of material during learning can be delivered effectively. However, teachers must continue to improve and evaluate their personalities through students, class teachers, and peers, the quality

of improving personality, and prestige for educators or teachers.

Social competence is an element that refers to communication and interaction in which there are good values and is based on religion and prevailing language customs. This social ability needs to be done to create multi-communication relationships where this communication is carried out to students, teachers, parents, and principals. (Pakarinen et al., 2020) Related the data obtained by the researchers stated that most teachers in the Tanjung Sari sub-district had implemented social competencies such as communication with class teachers, parents, and school principals. There are even some teachers who routinely meet once a week or once a month to communicate with students' parents to improve the quality of student learning. However, some teachers rarely communicate with parents because of some existing obstacles, so sometimes teachers need to learn precisely what problems occur if students suddenly have problems during learning.

This issue will be a new idea that will later become a guide for prospective educators who want to be involved in the field of education so that the profession that is carried out will become a professional who demands superior competence in their fields. Because teacher professionalism is the principal capital for an educator to compete in improving performance and a good image, teachers or educators can remain competent by following developments in the world of education. They can create changes in teaching styles for the better. (Chatzipanteli et al., 2015) It can be

concluded that the majority of teachers in Tanjungsari District have mastered the four attention components, including 1) Mastery of the material, 2) Class management, 3) Learning variations, 4) Teaching styles, 5) Social intelligence, and 6) Good behavior. It will be very influential in the effectiveness of learning, such as research that has been conducted where researchers obtained data that several elementary school teachers in the Tanjung Sari sub-district have succeeded in implementing the content of the elements contained in teacher competence. (Judge, 2015).

CONCLUSION

Sourced from research that has been done, much data reveals that of the four competencies that exist, namely pedagogical competence, professional competence, personality competence, and social competence. Most physical education teachers in public elementary schools in the Tanjung Sari sub-district have mastered the existing competencies with a note that several things must be used as evaluation material so that learning can continue to develop well and have a consistent scheme in the delivery of the material to be provided. With that, most of the quality of existing teachers can be said to uphold the four existing competencies; this proves that physical education teachers in the Tanjung Sari sub-district have an enormous potential to develop exemplary learning achievements. It thus states that teachers have

made great efforts in fulfilling or mastering the four teacher competencies.

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