



Performance Analysis of Physical Education Teachers Certificated and Not Certificated

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ABSTRACT

This study aims to describe the performance of Physical Education teachers at the unit level of Public Elementary Schools throughout the Kesamben District, Jombang Regency in 2022/2023. This research method uses a type of quantitative research. The subjects in this study were all Physical Education teachers in Gugus I Public Elementary Schools throughout the Kesamben District, Jombang Regency, with a total of 17 teachers. Obtaining the percentage score for each competency is then converted to a value scale of 1, 2, 3, or 4. After that, the values are added up, then converted into a scale of 100. The next step is to determine the criteria for the value obtained ≤ 50 (less), 51-60 (moderate), 61-75 (fair), 76-90 (good), 91-100 (very good). Based on the results of data analysis, there is a comparison of Physical Education Teachers in Elementary Schools in the Kesamben District, Jombang Regency, who are certified to get the best PKG score with a total score of 81, or get a score of 91 on a scale of 100 with the very good category. The lowest PKG with a total score of 64, or a score of 73 on a scale of 100. While the average PKG score is 76 on a scale of 100, with the (good) category. While those who have not been certified, the highest PKG score is 70. And the lowest PKG score is 66. Meanwhile, the average is 68 in the (sufficient) category. The conclusion in this study is that physical education teachers at SDN Kesamben District, Jombang Regency have significant differences in the results of PKG scores between teachers who have been certified and those who have not been certified. Certified teachers only have deficiencies in professional competency assessment, while teachers who have not been certified have deficiencies in social assessment and competence.

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INTRODUCTION

Education lasts a lifetime and is carried out in the family, community and school environment, therefore education is a shared responsibility. In the context of



implementing development in the field of education, teachers and other education personnel have a very important role, because they have a great responsibility in shaping and increasing the nation's intelligence and forming the personality of future generations. Teachers and other education personnel carry out a noble task that must advance the development of the nation and state in the field of education.

The Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system states that national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen in order to educate the life of the nation.

Education is intended for everyone from small children to the elderly. Education does not only come from school but can also come from social interactions that occur in social life. In addition, education is not limited in terms of age, because education is intended for all people and all ages. This of course makes us realize how important education is for life. But in reality, until now it can be stated that the success of education in Indonesia has not achieved maximum results. Evidenced by the discriminatory education policies in Indonesia. there are many cases of cheating, for example among students and other cases of cheating that often occur in the world of education.

The world of education is a world full of learning processes. In a learning process will appear learning programs from each subject. Therefore, it can be stated that successful educational efforts are educational efforts that pay attention to the quality of the learning process in the form of implementing learning programs compiled by the teacher concerned. There are three factors that influence the success of education, including: teachers, students, infrastructure, educational environment, and curriculum. Of these various factors, the teacher in the learning process at school occupies a very important position without neglecting other supporting factors. The teacher as the subject of education determines the success of education itself.

In accordance with the 2012 Teacher Performance Assessment (PKG) guidebook, the implementation of teacher performance assessments is not intended to make it difficult for teachers, but instead teacher performance assessments are carried out to create professional teachers, because the dignity of a profession is determined by the quality of quality professional services. Finding out precisely about teacher activities in the classroom, and helping them to improve their knowledge and skills, will contribute directly to improving the quality of learning that is carried out, as well as helping the development of teacher careers as professionals. Therefore, to ensure that every teacher is a professional in his field and as a reward for his work performance, the Teacher Performance Assessment must be carried out on teachers in all formal education units organized by the government, local government and the community. The teachers referred to are not limited to teachers who work in education units under the authority of the Ministry of National Education, but also include teachers who work in education units within the Ministry of Religion, according to the 2012 APKG handbook.

MATERIALS AND METHODS

The research approach used in this study is a quantitative approach. According to Hermawan (2005: 18) under the quantitative approach is an objective research approach, including the collection and analysis of quantitative data. The population in this study is all physical education teachers at SDN in the Kesamben District, Jombang Regency, with a total of 17 teachers. Given the relatively small number of population and so that the data collected is more accurate, this research uses population research or saturated samples. Sugiyono (2011: 91) argues that "the sample is part of the number and characteristics possessed by the population". The sample used in this study was Physical Education teachers at SDN Kesamben District, totaling 17 Physical Education teachers. Data analysis techniques are activities after data from all respondents or other data sources are collected. According to Sugiyono (2011: 207) the activities carried out in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, and performing calculations to answer the problem formulation. The data analysis technique used in this research is descriptive quantitative analysis with percentages.

RESULTS AND DISCUSSION

Result

1. PKG results that have certification

Table 1. Competency of Teachers Who Have Certification

No	Name Teacher	Competence			
		Competency Average Score			
		Pedagogic	Personality	Social	Professional
1	David Prasetyo, S.Pd	76,04	75,83	75	66,67
2	Mas'ayu Nurul L, S.Pd	75,85	75	75,5	67,5
3	Drs. Arif Rahman	75,17	72,91	74,99	62,49
4	Mualimin, S.Pd	77,57	83,66	91,5	63
5	Tri Setyo Adi, S.Pd	80	92,66	91,5	62,5
Total Grade Point Average		76,92	80,61	81,69	64,83

From the data above, teachers who are certified obtain pedagogic competence of 76.12, an average score of personality competence is 78.21, social competency values are 81.69, professional competency value is 64.83, the average of the four indicators is 76.01.

2. PKG results that have certification

Table 2. Competence of Teachers Who Have Certification

No.	Name Teacher	Competence			
		Competency Average Score			
		Pedagogic	Personality	Social	Professional
1	Affan Hammam, S.Pd	69,53	72,25	66,66	66,66
2	Bonit Ardiansyah, S.Pd	76,83	78,33	83,5	62,5
3	Devi Putri Indah A, S.Pd	67,34	67,08	66,66	66,66
4	Rahmad Rihfari, S.Pd	68,02	71,66	66,66	74,99

5	Arik Gunawan P, S,Pd	72,89	66,25	58,33	70,83
6	Bashorudin,S.Pd	72,28	71,66	83,5	62,5
7	Lucy Tri, S.Pd	72,79	78,19	58,33	66,66
8	Suliswanto, S.Pd	61,41	72,91	58,33	66,66
9	Deki Prasetyawan, S.Pd	71,70	68,33	58,33	70,83
10	Haris Pambudi, S,Pd	67,98	74,16	58,33	70,83
11	Okky Tri Yudasakti, S,Pd	72,85	66,25	66,66	74,99
12	Cucun Prasetyo, S.Pd	76,57	64,33	75	50
	Total Grade Point Average	70,85	70,95	66,69	67,00

From the data above, teachers who are not certified get an average score of 70.85 pedagogic competence, an average score of 70.95 for personality competence, 66.69 for social competence, 67.00 for professional competence. The average of the four indicators is 68.87.

Discussion

1. Certified teachers

After looking at the results of the data above, teachers who are certified have deficiencies in the average assessment of professional competence, where physical, sports and health education teachers in competency four indicators 13, namely where teachers use evidence of their performance descriptions to develop planning and development to increase students' learning motivation in achieve learning objectives and competencies 13 there are three indicators, namely:

- The teacher maps competency standards and basic competencies for the subjects they teach, to identify learning material that is considered difficult, plans and implements learning, and estimates the time allocation needed.
- Teachers include appropriate and up-to-date information in planning and implementing learning.
- The teacher compiles material, plans and implements learning that contains appropriate, up-to-date information, and which helps students to understand the concept of learning material.

Partially fulfilled. for the other 3 competencies, namely pedagogic, personality, social competencies, almost have the same value with only slight differences.

Seeing the results obtained, it can be assumed that sports and health physical education teachers who are teacher certified are lacking in preparing material, planning and implementing learning that contains appropriate information so that it can help students to understand the concept of learning material.

2. Uncertified Teachers

After examining the results of the data above, teachers who are not yet certified have deficiencies in the average assessment of social competence, where physical, sports and health education teachers are in competency three indicators 12, namely where the teacher conveys information about the progress of the difficulties and potential of students to their parents so that they can increasing students' learning motivation in achieving learning objectives and competencies 13 there are three indicators, namely:

- a. The teacher conveys information about the progress, difficulties, and potential of students to their parents, both in formal and informal meetings between teachers and parents, colleagues, and can show evidence.
- b. Teachers take an active role in activities outside of learning organized by the school and community and can provide evidence of their participation.
- c. Guru memperhatikan sekolah sebagai bagian dari masyarakat, berkomunikasi dengan masyarakat sekitar, serta berperan dalam kegiatan sosial di masyarakat.

The average per competency is partially met. for the other 3 competencies, namely pedagogic, personality, and professional competencies, almost have the same value with only slight differences. Seeing the results obtained, it can be assumed that physical education, sports and health teachers who are not yet teacher certified are lacking in calmly conveying information on the progress, difficulties, and potential of students to their parents.

Performance is basically determined by three things, namely: ability, desire, and environment. Therefore, in order to have good performance, a person must have a high desire to do and know his job. Without knowing these three factors, good performance will not be achieved. In other words, individual performance can be improved if there is a match between work and abilities. Individual performance is influenced by job satisfaction. Job satisfaction itself is an individual's feelings towards his job. This feeling is in the form of a result of an assessment of how far the work as a whole is able to satisfy their needs.

The results of the performance assessment of teachers who are certified and not yet certified for physical education, sports and health at SDN Kesamben Subdistrict, Jombang Regency show that teachers who have certification get a score of "GOOD" and teachers who have not been certified get a score of "SUFFICIENT". there are still deficiencies in certain competencies and indicators that must be corrected and their performance further enhanced.

CONCLUSION

Based on the data above, there is a difference between the performance of physical education teachers who are certified and who are not certified. It can be seen from the average score of PKG who are certified to get a score in the "GOOD" category, while those who are not certified get a score in the "SUFFICIENT" category. and also still has a very significant difference, which lies in the lack of competence in which certification has the lowest score in professional competence while those who are not certified have the lowest score in social competence.

So it can be concluded that the physical education teacher at SDN Kec. Kesamben Kab. In Jombang, there is a significant difference in the results of the PKG scores between certified and uncertified teachers. Teachers who are certified lack in professional competency assessment, while teachers who are not certified lack social competency assessment.

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