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## Profile of teacher pedagogical competency

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### ABSTRACT

The pedagogic competence of physical education teachers is still relatively low and needs to be improved so that students' understanding during learning takes place is better. The learning process that occurs in the classroom and outside the classroom should take place pleasantly, to realize this a good teacher is needed. This study aims to determine the level of pedagogic competence of physical education teachers from the point of view of the principal's assessment. This needs to be known in order to add insight into the pedagogical competence of teachers from various existing points of view, so that the understanding of the pedagogical competence of teachers can be more in-depth. Survey research was conducted to see the principal's assessment of the pedagogic competence of physical education teachers. The population in this study were all public elementary school sports teachers in Kerinci Regency, totaling 228 people. The sampling technique in this study used a simple random sampling technique so that 50 people were selected as samples. Data on the pedagogic competence of sports teachers in this study were collected using a questionnaire. The results of this study indicate that the level of pedagogic competence of sports teachers based on the principal's assessment is in the sufficient category. So that physical education teachers, school principals, and the government need to make programs so that the pedagogical competence of sports teachers can increase.



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## Introduction

Education is the main factor in the formation of the human person. Education plays a very important role in shaping the good or bad of the human person according to normative standards. Realizing this, the government is very serious in dealing with the field of education, because with a good education system, it is hoped that the next generation of quality will emerge and be able to adapt to live in society, nation and state. Educational reform is a response to the development of global demands as an effort to adapt the education system in an effort to develop human resources to meet the demands of the times along with the development of Science and Technology (Sujana et al., 2018). Efforts to improve the quality of education have been carried out by many people. regional and central government. Improvements to the curriculum and learning models that must be applied by teachers in teaching continue to be recommended by the government so that the learning process in schools can take place with good quality (Fitri, 2015). The quality of education is a problem that the government is constantly striving to improve. Quality control of education is basically the quality control of human resources (Human Resources) in the system. To find out this control, information is needed about the condition of students, whether there are changes, whether teachers are functioning, whether the school supports the implementation of educational programs so that the results can be achieved optimally. Improving the quality

of education in Indonesia must be in accordance with the ideals of the Indonesian nation, namely to realize general welfare and educate the nation's life which is strongly influenced by educators. Educators have an important role in realizing the ideals of the Indonesian nation. Therefore, teachers are educators who are directly involved in teaching students in schools and have a big responsibility in the teaching and learning process, it is the teacher who determines the success or failure of achieving learning goals in schools.

Pedagogic competence is the ability possessed by teachers in terms of managing students and optimizing the abilities of participants in order to develop their potential. Teachers should have the art of teaching so that students feel comfortable and can understand what they are going to learn (Safitri, 2020) besides that teachers must also be able to take advantage of existing technology to become good learning media in schools (Sujana et al., 2018) . the ability of teachers in the teaching and learning process as well as the ability of teachers to overcome all possible problems that will occur during teaching are characteristics of competent teachers (Arsyad, 2013). Countries that have good quality education are countries that have professional teachers. The pedagogic competence of teachers is the key to improving human resources in the country so that if a country wants to improve the quality of its human resources, the way is to increase the pedagogic competence of teachers in that country (Vagi et al., 2019). A quality learning process is determined by the presence of teachers who master good material so that teachers are able to demonstrate well (Yin et al., 2019) In sports learning students are asked to be able to master various kinds of movement skills, so that the mastery of motion possessed by the teacher must also be good (Bourke et al., 2018)

Many countries have set standards for teachers so that the pedagogical competence of teachers when teaching can be guaranteed. Implementation of certification for teachers is mandatory so that the quality of teachers can be maintained in the world of practical education (Bourke et al., 2018). Countries that have a high level of quality education have teachers who are pedagogically competent, and one of the factors that makes these teachers good is the sharing of experiences between teachers. They will have creativity in developing teaching materials and support from the government is very good for this (Ro, 2020). In addition, teachers who will have pedagogical competence in teaching when they can be actively involved in conducting research collaborations with other fellow teachers will gain new knowledge and ultimately be able to improve their pedagogical competence when teaching (Willegems et al., 2018). Several studies have been conducted in terms of teacher pedagogic competence, including research conducted by Andromeda (2020) which revealed that teacher competence in evaluating learning is still low, this is indicated by the lack of teacher ability in evaluating the learning they do. Another study also explains that teachers are not able to design, implement, evaluate the learning they do because they don't have an educational background, teachers who teach come from non-educational backgrounds.

## Method

The quantitative approach is used in this research to reveal the data of physical education pedagogical competency and the method used in this study is descriptive. The data was collected using a questionnaire distributed to 50 principles chosen as sample in this study. Before the questionnaire was distributed to the sample for collecting data, the researcher tested the validity and reliability and doing some corrections of those statement that was unvalid. After all of the statements in the quistionnaire valid and reliabel the quistionnaire was given to the sample. Statistical analysis used in this research was descriptive.

Table 1. Instruments of Teacher Pedagogic Competence

Variable	Dimension
Pedagogic Competence	Understanding students in depth
	Designing lessons and understanding educational foundations
	Carry out learning
	Developing students to actualize their various potentials

## Results and Discussions

Data on pedagogic competence variables were collected through a questionnaire (questionnaire) to 50 respondents. From the results of data processing, it can be seen that the highest score of the pedagogic competence level of PJOK teachers is 87 and the lowest is 62, the average score of the PJOK teacher's pedagogic competence level is 75.36 with a standard deviation of 5.90.

Table 2 . Frequency Distribution of Pedagogic Competency Scores

Score Range	Frequency	Percentage	Category
67	6	12	Very low
68 – 72	9	18	Low
73 – 78	19	38	Enough
79 – 84	14	28	Tall
85	2	4	Very high
Amount	50	100	

Source: Processed by Ms. Excel 2010

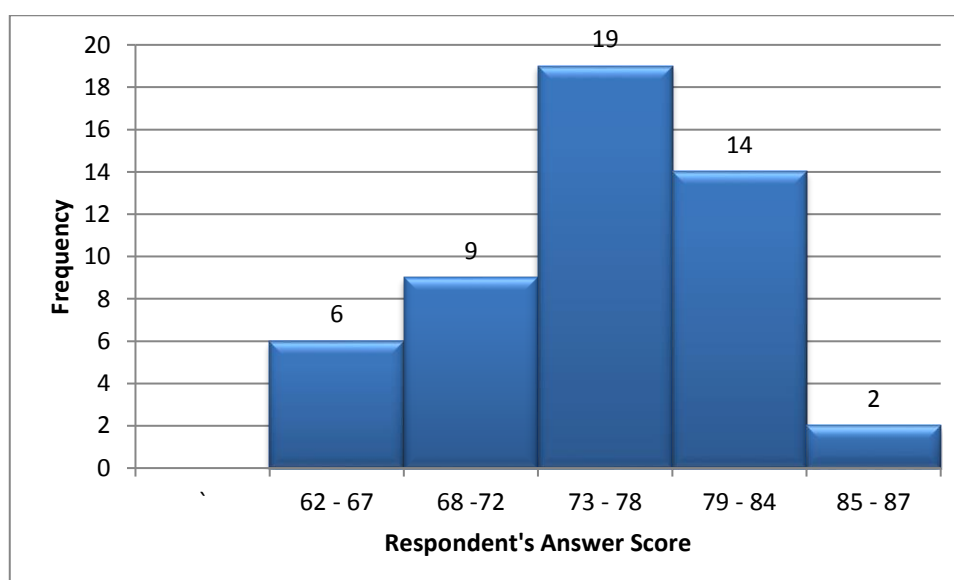


Figure 1. Histogram of the Pedagogical Competency Level of Physical Education Teachers

Based on the results of the research that has been described in the research results section, the level of professional competence of sports teachers based on the principal's assessment is in the low category. The results of descriptive data processing showed that the pedagogic competence of sports teachers in general (36%) was still in the low category. This is due to the many shortcomings in coaching sports teachers and the facilities available in existing schools. Pedagogic competence seen from the results of research that has been carried out by (Kadarisman, 2020) is still relatively low, this is because there are teachers who teach from non-educational backgrounds so that principals and assisted by other teachers must try to continue to help teachers who do not have a background. behind the education to compile and evaluate the learning process carried out by the teacher. The standards set by schools and the government to ensure the quality of teachers need to be implemented (Bourke et al., 2018). The absence of clear quality standards from the government could be the cause of the low quality of sports education in schools, even though this is important to improve the quality of sports teachers and learning that occurs in schools. The pedagogical competence of sports teachers can also be developed with efforts to continue to improve the existing curriculum, the current curriculum may still have gaps so that sports teachers need to conduct deliberations to improve existing materials so that their pedagogical competence competencies can be improved (Erss & Kalmus, 2018).

Safitri (2020) explains that if the approach taken by the teacher is good enough by interacting directly with students, so that the teacher can understand the needs and adapt to the circumstances of the students, the

students will be happy in learning. Teachers must be able to understand the characteristics of students and need a better approach. Teachers must also try to understand the characteristics of students who have diverse backgrounds in each individual student. Teachers who only apply a monotonous approach in every learning process, namely lectures, questions and answers, reading and writing, memorizing, moving forward, because the infrastructure, media and teaching aids owned by the school are still very lacking will result in boredom for their students.

Teacher exchange is one of the efforts that can be taken by the government to improve the ability of teachers (Soong & Stahl, 2021), but in reality there are very few efforts made by local governments so it is natural that the quality of the teachers they have is still not good. Sharing information is very necessary to increase the knowledge of teachers. In addition, the low pedagogic competence of sports teachers can be caused by the lack of learning opportunities provided by schools and the government, this makes the teacher not develop and the knowledge he has does not increase as long as he carries out his duties as a teacher. The opportunity to continue learning needs to be increased so that the pedagogic competence of teachers also increases, and one way to improve this is by sending teachers to attend trainings (Mayer & Mills, 2021).

The results of another study reveal that there have been several trainings provided to teachers such as classroom action research training, publishing scientific works in the form of journal articles, training on updating teaching materials and training in curriculum development even though the condition of the existing level of education is that there are still few teachers who have been educated. magister. These activities have been provided by the local government in an effort to improve the pedagogical competence of teachers in teaching (Soenarto et al., 2020). The pedagogic competence possessed by the teacher will be very important when the teacher is faced with the characteristics of different students, when learning takes place at school there are many possible events that will occur in the field, therefore the cleverness of the teacher in changing learning styles is very necessary. In addition, sometimes teachers encounter students who are a bit slow in understanding the material so that other learning methods are needed so that the material can be understood by the slow students (Mumpuarti et al., 2020). The results of other studies conducted on a number of economics teachers also revealed that teachers' understanding of the learning content to be taught was also still low and there were also several other factors that made the quality of education in schools not optimal (Sojanah et al., 2021). The National education system requires all teachers to be able to adapt in the sense of increasing their ability to teach. The demands from the government

## Conclusions

The pedagogic competence possessed by sports teachers is still relatively low in areas in Indonesia so that efforts and concrete steps need to be taken by the government. One of the factors that determine the pedagogical competence of sports teachers is the teacher's mastery of the material they will teach to their students, therefore the understanding of the material about sports education that they will share with students must be mastered in depth and continuously improved from time to time. More in-depth research on what are the factors that make a teacher can increase his knowledge in terms of mastery of the material and how the strategy for sports teachers in the region must be carried out so that education in Indonesia can be optimal. So that the quality of education in Indonesia can be more advanced in the future.

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