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Physical education teacher professionalism: What did the principal say?

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ABSTRACT

The professionalism of physical education teachers is still low and needs to be improved so that the quality of graduates also improves. This study aims to determine the level of professionalism 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 professionalism of teachers from various existing perspectives, so that understanding of teacher professionalism can be more in-depth. A survey study was conducted to examine the principal's assessment of the professionalism of physical education teachers. The population in this study were all public elementary school physical education teachers in Kerinci Regency, amounting to 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 professionalism of physical education teachers in this study were collected using a questionnaire. The results of this study indicate that the level of professionalism of the physical education teacher based on the principal's assessment is in the low category. So that physical education teachers, principals, and the government need to make programs so that the professionalism of physical education teachers can increase.



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Introduction

Professional competence is the ability to master learning material broadly and deeply which allows teachers to guide students to meet the competency standards set out in the National Education Standards (Asún et al., 2020), 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 professional teachers (Arsyad, 2013). Countries that have good quality education are countries that have professional teachers. Teacher professionalism 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 professional 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 teacher professionalism when teaching can be guaranteed. The 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 professional teachers, 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 the support from the government is very good for this (Ro, 2020). In addition, teachers who will have professionalism in teaching when they can be actively involved in conducting research collaborations with other fellow teachers will gain new knowledge and in the end can improve their professionalism when teaching. (Willegems et al., 2018)

There are several studies that have been carried out in terms of teacher professionalism, including research conducted by Afandi et al (2021), the results of the study explain that gender has no correlation with teacher performance, as well as the teaching experience that teachers have, the length of teaching experience possessed by teachers does not affect the ability of teachers to teach. The results of other studies show that the professionalism of teachers and their discipline is related to the quality of education, so it is necessary to increase these two variables so that the quality of education in Indonesia can continue to develop. (Dewi & Khotimah, 2020). Teacher professionalism will also increase along with the high level of education possessed by teachers, teachers who have higher education levels tend to be more disciplined when they come to school or when doing other things ordered by their superiors, teachers who have higher educational qualifications tend to be more creative and innovative in developing teaching materials and teaching methods so that students are happy and able to understand the material well in the learning process that occurs at school and online (Syamsuriyanti & Sukirno, 2018). Other studies examine the impact of government policies. In an effort to increase teacher professionalism, sometimes the government makes a new standard that will change the way teachers learn and everything that will be done by teachers to meet the standards set by the government so that in the end it will increase the competence of teachers in the country. (Mockler, 2022). Qamila et al., (2021) in his research explains that the good and bad work performance of the state civil apparatus (ASN), especially teachers are influenced by the professionalism they have. In addition, an ex post facto study has also been carried out to see the level of teacher professionalism with the results that the level of teacher professionalism is generally good (Syamsuriyanti & Sukirno, 2017). A survey conducted by Haryanto et al., (2021) Regarding the performance of physical education teachers, it shows that teacher performance is still not optimal, so it is necessary to find a way out so that the performance of physical education teachers can increase.

From several studies that have been conducted previously, the level of professional competence of physical education teachers from the point of view of the principal's assessment is still unknown, so it is necessary to review how the quality of professional competence of physical education teachers is seen from the principal's point of view. Therefore, this study aims to look at this so that knowledge in this field of science is increasingly widespread.

Method

The quantitative approach is used in this research to reveal the data of physical education professional competency and the method used in this study is descriptive. The data was collected using a questionnaire distributed to 50 principals 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 statements that was invalid. After all of the statements in the questionnaire valid and reliable the questionnaire was given to the sample. Statistical analysis used in this research was descriptive.

Table 1. Research Instruments

Variable	Indicator
Physical education teacher Professional Competence	Mastering structures, concepts and scientific mindsets that support the subjects taught
	Mastering competency standards and basic competencies of the subjects/fields of development being taught
	Develop creatively guided learning materials
	Develop professionalism in a sustainable manner by taking reflective actions
	Utilizing information and communication technology to communicate and develop themselves

Results and Discussions

Professional competence variable data 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 professional competence level of physical education teachers is 89 and the lowest is 65, the average score of the professional competence level of physical education teachers is 76.84 with a standard deviation of 6.37.

Table 2. Frequency Distribution of Professional Competence Scores

Score Range	Frequency	Percentage	Category
67	3	6	Very low
68 – 74	18	36	Low
75 – 80	17	34	Enough
81 – 86	7	14	Tall
87	5	10	Very high
Amount	50	100	

Source: Processed by Ms. Excel 2010

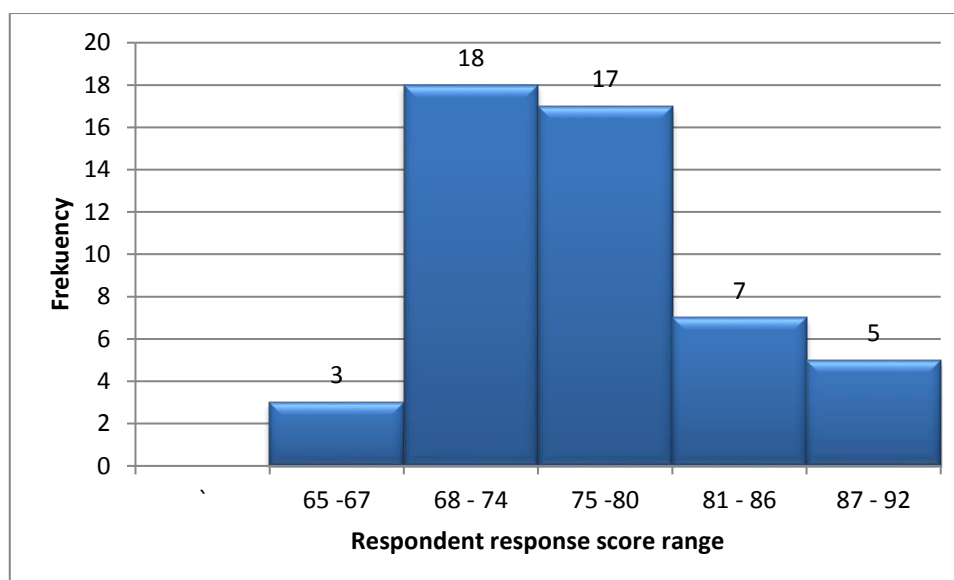


Figure 1. Histogram of the Professional Competency Level of Physical Education Teachers

Based on the results of the research that has been described in the research results section, the level of professional competence of physical education teachers based on the principal's assessment is in the low category. The results of descriptive data processing showed that the professional competence of physical education teachers in general (36%) was still in the low category. This is due to the many shortcomings in coaching physical education teachers and the facilities available in existing schools. The standard setting made by schools and the government to ensure the quality of teachers needs 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 physical education teachers and learning that occurs in schools. The professional competence of physical education teachers can also be developed with efforts to continue to improve the existing curriculum, the current curriculum may still have gaps so that physical education teachers need to conduct deliberations to improve existing materials so that their professional competence can be improved (Erss & Kalmus, 2018). 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 professional competence of physical education 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 professionalism of teachers also increases, and one way to improve it 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 the average teacher is still few who have been educated. magister. These activities have been provided by the local government in an effort to improve the professionalism of teachers in teaching(Soenarto et al., 2020). Professionalism is not only related to the teacher's understanding of the material to be taught to students but also how teachers can get along with students' parents so that intimacy is established, this is needed to foster a sense of comfort. professionalism is not only related to the teacher's understanding of the material to be taught to students but also how teachers can get along with parents of students so that intimacy is established, this is needed to foster mutual respect, get to know each other well between teachers and parents of course will produce a harmonious relationship so that parents feel comfortable in leaving their children in a school that has friendly and sociable teachers.(González-calvo & Juan-Miguel, 2016). 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 have indirectly forced teachers to continue to improve their ability to master learning materials so that they are expected to have a positive effect on the quality of students.(Sukmawati, 2016). The quality of learning will be maintained with the professionalism of the teacher, because the learning situation will continue to change, during the covid-19 pandemic, for example, if a teacher cannot adapt to technology-based learning media, it will be difficult to carry out learning, this is due to During the pandemic, the learning process can only be done through virtual face-to-face, while learning that takes place directly in the classroom is not allowed by the government so that the ability of teachers to find other alternative ways to still be able to convey material properly is questioned in difficult situations like this. Professional teachers will be able to find other ways to continue teaching, for example by using online learning.(Marzuan & Herlina, 2021).

Conclusion

The professional competence possessed by physical education teachers is still relatively low in areas in Indonesia so that there is a need for efforts and concrete steps that need to be taken by the government. One of the factors that determine the professional competence of physical education teachers is the teacher's mastery of the material they will teach to their students, therefore understanding the material about sports education that they will share with students must be mastered in depth and continuously improved from time to time. 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 physical education teachers in the region must be carried out so that education in Indonesia can be optimal.

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