

**THE EFFECT OF PROFESSIONAL COMPETENCY, PEDAGOGIC
COMPETENCIES AND WORK DISCIPLINES ON THE
PERFORMANCE OF TEACHERS OF PHYSICAL EDUCATION
AND HEALTH (PJOK)**

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Abstract

The problem is the low performance of Physical Education, Sports and Health teachers at SMP in Sungai Penuh City. This study aims to determine the effect of Professional Competence, Pedagogic Competence and Work Discipline on the Performance of Physical Education Teachers. This type of research was quantitative with a correlational research design. Sampling used a total sampling technique with a total of 28 people. Data was collected using tests for pedagogics and professionals, as well as work discipline and teacher performance using existing data. Data were analyzed by path analysis. The results of data analysis show that: (1) There was a direct effect between X_1 and Y of 15.8%. (2) There was a direct effect between X_2 and Y by 19% (3) There was a direct effect between X_3 and Y by 19.1%, (4) There was no direct effect between X_1 and X_2 . (5) There was an indirect effect of X_1 on Y through 17.4%, (6) There was no indirect effect of X_2 on Y through X_3 .

Keywords: Professional Competence; Pedagogics; Work Discipline; Teacher Performance

INTRODUCTION

Education is essentially an effort to civilize humans or humanize humans to become fully human beings with good behavior and actions. Most people judge learning only at school, but the experience of hearing and seeing is also called learning. The purpose of National Education is 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 democratic citizens (Sappaile, 2017).

The role of physical education is needed to instill the meaning and importance of exercising (Mulya & Agustriyani, 2020). In order to carry out physical education and health learning which is a subject that is given the responsibility to shape the personality, character and morals of students well, it is necessary to have PJOK teachers who master professional competence as educators. With the presence of competent physical education, sports and health teachers. In the scientific field, there are many aspects that can be developed from each individual student. As for the aspects that can be developed through physical education, sports and

health provided by competent teachers in their scientific fields, in general, namely cognitive, affective, and attitude. In addition, physical education also shapes the character of students, forms good spirituality, shapes the physical condition of each student. If it is implemented properly, it will give birth to a generation that has soft skills and hard skills. have good morals or ethics as well as character. So it has become an obligation for every school to be filled by teachers of physical education, sports and health who are competent in their scientific fields and carry out their duties professionally.

Teachers are the embodiment of the personality and character of an independent nation through their students (Kumbara et al., 2021). Teacher performance has certain criteria. Teacher performance can be seen and measured based on competency criteria that must be possessed by every teacher, including Physical Education, Sports and Health teachers. A PJOK teacher must also have competency skills, especially pedagogic and professional competencies. In relation to the teaching and learning process in schools, pedagogic and professional competence

is an ability that must be possessed by every physical education teacher. These two competencies require a teacher to have the ability to manage students which include: understanding insight or educational foundations, understanding students, developing curriculum/syllabus, mastering the lessons to be presented, learning planning, implementing educational and dialogical learning, evaluation of learning outcomes and student development to actualize various potentials. Good teacher performance will affect the formation of student character.

Teacher performance is one of the factors that play an important role in achieving educational goals. Given the importance of the role of this performance, it is hoped that teachers should always strive to improve their performance so that educational goals can be achieved optimally, because if teachers have good performance, the results obtained are also good.

Good teacher performance will contribute greatly to the success of the education process in Indonesia. The government certainly expects the performance of teachers who are categorized in a very good category or

also referred to as competent teachers. Based on these assumptions, the results of education at all levels of education are considered to be still unsatisfactory by various parties, aimed at the teacher element as the causative actor.

Based on the results of observations made by researchers in several junior high schools in Sungai Penuh City, it is clear that it is still not optimal PJOK teacher performance when conducting the learning process. After conducting interviews with several junior high school principals in Sungai Penuh City, information was obtained that teacher competency tests have not been carried out by LPMP for schools so that teacher competencies cannot be evaluated. This of course can affect the maximum teacher performance.

The performance of PJOK teachers is considered to have not been carried out properly. So that is contrary to the goals of national education which should be implemented properly in order to get good results as well. This can be seen from the phenomena found that PJOK teachers have not fully implemented their professional competencies which should be an

obligation for teachers as follows: (1) Most PJOK teachers do not make lesson plans when teaching; (2) most PJOK teachers still seem passive in providing material, this is evidenced during theoretical learning where there are several teachers who ask students to take notes while the teacher sits relaxed at the teacher's desk; (3) Most PJOK teachers still do not pay attention to the characteristics of students in learning; (4) The learning model used by most PJOK teachers when carrying out learning also still seems monotonous, causing students to feel bored in learning; (5) The learning model used by most PJOK teachers when carrying out learning also still seems monotonous, causing students to feel bored in learning; (6) The learning model used by most PJOK teachers when carrying out learning also still seems monotonous, causing students to feel bored in learning; (7) PJOK teachers tend to emphasize mastery of skills in certain sports. The approach taken is more precise, namely training in sports instead of teaching physical education; (8) Most PJOK teachers start and end the learning process on time; (9) The existence of PJOK teachers who do not carry out an analysis of learning

outcomes and do not implement remedial programs for students who have scores below the Minimum Completeness Criteria (KKM); (10) The availability of facilities and infrastructure in schools is still classified as lacking, so that in the teaching and learning process there are materials that cannot be implemented properly.

Teacher performance has not been maximized and this problem must be immediately resolved so that the quality of education can be improved. Based on the results of observations made, it was also found that there are still many negative assumptions from the community about the performance of PJOK teachers which are still far from expectations that are not in accordance with the learning objectives.

Based on the problem, it is contrary to the learning objectives. so that researchers doubt the performance of PJOK teachers. To answer these problems, research needs to be done.

based on the problem, it is contrary to the learning objectives. so that researchers doubt the performance of PJOK teachers. To answer these problems, it is necessary to conduct research to see the effect of professional competency, pedagogic competencies

and work disciplines on the performance of teachers of physical education and health (PJOK).

METHODS

The method in this study is quantitative using a Path Analysis approach. The variables connected in this study are professional competence (X_1), pedagogic competence (X_2) as an exogenous variable, and work discipline (X_3) as an intervening variable. While the endogenous variable is teacher performance (Y). Data collection was carried out in stages in June - July 2022. The population in this study were PJOK teachers at state junior high schools in Sungai Penuh, totaling 28 people. The sample in this study amounted to 28 PJOK teachers at State Junior High Schools in Sungai Penuh City.

Data collection techniques using instruments in the form of PJOK teacher competency tests, professional competency tests and pedagogic competency tests are used as standard instruments developed by Masrun (2022) while the teacher performance test is a standard instrument that has been set by the Ministry of Education and Culture, and an instrument of work

discipline. And the data is analyzed using path analysis.

RESULTS AND DISCUSSION

1. Professional Competence

Table 1.

Frequency Distribution of Teachers' Professional Competencies

Interval	Fr	Percentage	classification
90-100	3	11%	Very well
80-89	21	75%	Well
65-79	4	14%	Currently
55-64	0	0%	Not enough
<55	0	0%	Less once
	28	100	

Based on Table 1 above, it can be concluded that of the 28 teachers at SMP Negeri Se Kota Sungai Penuh, none of them have professional competence which is in the less and less classification, 4 people who have professional competence are in the medium or around classification (14%), 21 people who have professional competence are in the classification of good or around (75%), 3 people who have professional competence are classified as very good or about (11%).

2. Pedagogic Competence

Table 2.

Frequency Distribution of Teachers' Pedagogic Competencies

Interval	Fr	Percentage	classification
90-100	0	0%	Very well
80-89	0	0%	Well
65-79	25	89%	Currently
55-64	3	11%	Not enough

<55	0	0%	Less once
28		100	

Based on Table 2 above, it can be concluded that of the 28 teachers at SMP Negeri Se Kota Sungai Penuh, none of them have pedagogic competence which is in the very low classification, 3 people who have pedagogic competence are in the less or around classification (11%), 25 people who have pedagogical competence are in the medium or near classification (89%), no teacher Those who have pedagogic competence are classified as good and very good.

3. Work Discipline

Table 3.

Frequency Distribution of Teacher Work Discipline

Interval class	Fr	Percentage	classification
81 – 100	24	86%	Very well
61 – 80	4	14%	Well
41 – 60	0	0%	Currently
21 – 40	0	0%	Not enough
0 – 20	0	0%	Less once
28		100	

Based on Table 3 above, it can be concluded that of the 28 PJOK teachers at SMP Negeri Se Kota Sungai Penuh, there are no teachers who have work discipline in the classification of very low, less and moderate, 4 people who have work discipline in the good or low classification. around (14%), 24 people

who have work discipline are in the very good classification or around (86%).

4. Teacher Performance

Table 4.

Frequency Distribution of Teacher Performance

Interval class	Fr	Percentage	classification
81 – 100	6	21%	Very well
61 – 80	22	79%	Well
41 – 60	0	0%	Currently
21 – 40	0	0%	Not enough
0 – 20	0	0%	Less once
28		100	

Based on Table 4 above, it can be concluded that of the 28 teachers at SMP Negeri Se Kota Sungai Penuh, there are no teachers who have Physical Education Performance in Sports and Health are in the classification of less, very less and moderate, 22 people who have Physical Education Performance Sports and Health are classified as good or around (79%), 6 people who have the Performance of Physical Education, Sports and Health are in the very good classification or around (21%).

a. There is a direct influence between professional competence (X₁) on teacher performance (Y)

In order to prove that there is a direct influence between professional competence (X₁) on teacher performance (Y). From the statistical calculation, it is obtained that the path

coefficient of Professional Competence (X_1) on teacher performance (Y) or yx_1 is 0.398 with $t_{count} = 2.496$ with sig. 0.020, and at $\alpha = 0.05$, $t_{table} = 1.697$ is obtained. Because $t_{count} (2.496) > t_{table} (1.697)$ or sig. $0.020 < \alpha = 0.05$, then H_0 is rejected and H_1 is accepted, meaning that the hypothesis in this study is accepted, so it can be concluded that "There is a direct influence between professional competence (X_1) on teacher performance (Y)".

b. There is a direct influence between pedagogic competence (X_2) on teacher performance (Y)

In order to prove that there is a direct influence between pedagogic competence (X_2) on teacher performance (Y). From statistical calculations, it is found that the path coefficient of pedagogic competence (X_2) on teacher performance (Y) or yx_2 is 0.436 with $t_{count} = 2.937$ with sig. 0.005, and at $\alpha = 0.05$, $t_{table} = 1.701$ is obtained. Because $t_{count} (2.937) > t_{table} (1.701)$ or sig. $0.005 < \alpha = 0.05$, then H_0 is rejected and H_1 is accepted, meaning that the hypothesis in this study is accepted, so it can be concluded that "There is a direct influence between pedagogical competence (X_2) on teacher performance (Y)"

c. There is a direct influence between work discipline (X_3) on teacher performance (Y)

In order to prove that there is a direct influence between work discipline (X_3) on teacher performance (Y). From statistical calculations, it is obtained that the path coefficient of work discipline (X_3) on teacher performance (Y) or yx_3 is 0.437 with $t_{count} = 2.745$ with sig. 0.018, and $\alpha = 0.05$, we get $t_{table} = 1.701$. Because $t_{count} (2.745) > t_{table} (1.701)$ or sig. $0.018 < \alpha = 0.05$, then H_0 is rejected and H_1 is accepted, meaning that the hypothesis in this study is accepted, so it can be concluded that "There is a direct influence between work discipline (X_3) on teacher performance (Y)".

d. There is no direct influence between professional competence (X_1) on pedagogic competence (X_2)

In order to prove that there is no direct influence between professional competence (X_1) and pedagogic competence (X_2). From the statistical calculation, it is found that the path coefficient of Professional Competence (X_1) to Pedagogic Competence (X_2) or yx_{12} is 0.126 with $t_{count} = 0.647$ with sig. 0.523 and at $\alpha = 0.05$, we get $t_{table} = 1.701$. Because $t_{count} (0.647) < t_{table} (1.701)$ or sig. $0.523 > \alpha = 0.05$, then H_0 is

accepted and H1 is rejected, meaning that the hypothesis in this study is not accepted, so it can be concluded that "there is no direct influence between professional competence (X₁) on pedagogic competence (X₂)"

e. There is a direct influence between professional competence (X₁) on work discipline (X₃)

In order to prove that there is a direct influence between professional competence (X₁) on work discipline (X₃). From the statistical calculation, it is obtained that the coefficient of professional competence (X₁) to work discipline (X₃) or 31 is 0.402 with tcount = 2.189 with sig. 0.038 and at = 0.05, we get ttable = 1.701. Because tcount (2.189) > ttable (1.701) or sig.0.038 < = 0.05, then H0 is rejected and H1 is accepted, meaning that the hypothesis in this study is accepted, so it can be concluded that "there is a direct influence between professional competence (X₁) to Work Discipline (X₃)"

f. There is no direct influence between pedagogic competence (X₂) on work discipline (X₃).

In order to prove that there is no direct influence between pedagogic competence (X₂) on work discipline (X₃). From the statistical calculation, it is found that the path coefficient of

pedagogic competence (X₂) to work discipline (X₃) or 32 is 0.165 with tcount = 0.898 with sig. 0.378 and at = 0.05, t table = 1.701 is obtained. Because tcount(0.898) < ttable (1.701) or sig.0.378 > = 0.05, then H0 is accepted and H1 is rejected, meaning that the hypothesis in this study is rejected, so it can be concluded that "there is no direct influence between pedagogical competence (X₂) to work discipline (X₃)".

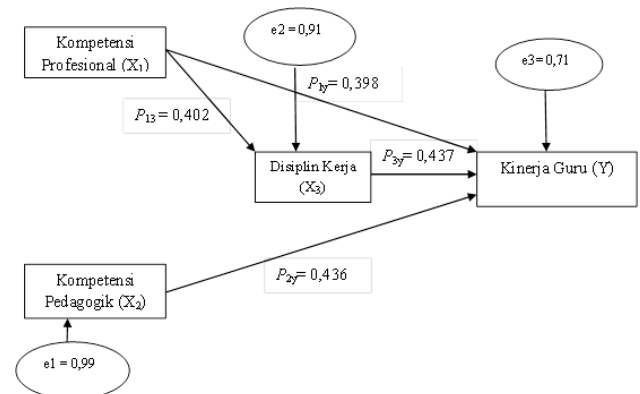


Figure 1: Score analysis model on the influence of variables Professional competence (X₁), pedagogic competence (X₂), work discipline (X₃), and teacher performance in Physical Education, Sports and Health (Y)

CONCLUSIONS

Based on the results of the analysis of research data on the performance of teachers of Physical Education, Sports and Teacher Health at SMP in Sungai Penuh city, it can be concluded as follows:

1. There is a direct influence between professional competence on teacher performance in Physical Education, Sports and Health. This means that the better the professional competence of the teacher, the better the performance of the Physical Education and Health teacher.
2. There is a direct influence between pedagogic competence on teacher performance in Physical Education, Sports and Health. This means that the better the pedagogic competence of the teacher, the better the performance of the Physical Education and Sports and Health teacher.
3. There is a direct influence between work discipline on the performance of teachers of Physical Education, Sports and Health. This means that the better the work discipline of the teacher, the better the performance of the Physical Education, Sports and Health teacher.
4. There is no direct influence between professional competence and pedagogic competence. This means that the variance of professional competence cannot be explained by the professional competence variable.
5. There is an indirect influence between professional competence on the performance of teachers of Physical Education, Sports and Health through work discipline. This means that the better the professional competence of the teacher, the better the performance of the Physical Education and Health teacher through work discipline.
6. There is no indirect effect between pedagogic competence on the performance of teachers of Physical Education, Sports and Health through work discipline. This means that the variance in the Performance of Physical Education, Sports and Health teachers cannot be explained by the pedagogic competence. For further researchers are advised to carry out relevant research with different methods, samples, times and locations.

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