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PROFESSIONALISM PHYSICAL EDUCATION TEACHER BASED ON PEDAGOGIC PERFORMANCE

Hengki Kumbara¹, Bayu Iswana¹, Husni Fahritsani¹

¹*Pendidikan Jasmani, Universitas PGRI Palembang
Jl. Lorong Gotong, 11 Ulu, Kec. Seberang Ulu II, Palembang, South Sumatera 30116*

Corresponding aauthor. Email: hengkikumbara@univpgri-palembang.ac.id

Abstract. The purpose of this study was to determine students' perceptions of the professionalism of PJOK teachers in terms of pedagogical performance aspects in the SMA Negeri in Suak Tapeh Banyuasin District. This type of research is a quantitative research with survey techniques. The population and sample amounted to 40 people divided into two schools, namely 20 students of SMA Negeri 1 Suak Tapeh, 20 students of SMK Negeri 1 Suak Tapeh. Data collection using a research questionnaire. The results showed that the students' perceptions on the aspects of mastery of the characteristics of students were 67% with the fairly professional category, the theoretical mastery aspect was 72% with the professional category, 64% mastery of curriculum development with the sufficiently professional category, the ability to educate 81% with the professional category, development. The potential of students is 78% with the professional category, the communication pattern is 68% with the fairly professional category, assessment and evaluation is 79% with the professional category. Meanwhile, the professionalism of teacher pedagogic performance based on students' perceptions was 73% in the professional category.

Keywords: Professionalism and Pedagogical Performance of PJOK Teachers

INTRODUCTION

Teacher is the realization of an independent national personality and character through his students. Good students are a reflection of good teacher behavior. So in terms of the proverb it says "Ingarso Sang Tulodo, Ing Madya Mangun Karso, Turwuri Handayani". This illustrates that for teacher students if in front of being an example, in the middle being a guide and behind being a driving force.

Student careers are very dependent on how teachers behave and perform. The performance of teachers in educating students through learning and education in schools greatly influences student growth and development. It is difficult for students to be able to develop if it is not accompanied by the performance of teachers who are able to encourage students to learn. Encouraging the affective aspects of students, encouraging the cognitive aspects of students and psychomotor aspects of students.

In essence, teachers have four competences that a teacher must attach to, for example pedagogical competence, personality competence, professional competence, and social competence, this is in line with the statement (Alawi, 2018, p. 188) that in carrying out their duties teachers must have pedagogical competence relating to the ability to manage learning, personality competence related to morals, professional competence

related to mastery of mature material and social competence related to interactions among peers, students, and parents.

One of the performances that teachers must have in implementing learning is pedagogical performance. According to Hamalik in (Supriyono, 2017) states that pedagogical competence is a very important competence in determining the success of the learning process. Pedagogic competence directly touches learning abilities because it includes aspects of student management, planning, designing the learning process, evaluating learning outcomes and developing students.

The types of abilities above are very important for teachers in their substance on the quality of learning that students want. Students hope to have an ideal teacher, teachers who have pedagogic values, have a superior personality who can be well modeled, have a high social spirit in the hearts of students, and behave professionally without differentiating between students, groups, groups, ethnicities, religions and not prioritizing interests personal teacher.

Analysis of teacher professionalism in terms of pedagogic performance is needed in order to evaluate teacher performance, especially physical education, sports and health teachers in SMA Negeri in Suak Tapeh District, Banyuasin Regency, considering that today there are still many physical education

teachers in carrying out their duties as teachers and educators still base their performance only because of demands for responsibility as teachers, but they do not carry out the main duties and functions of the teacher as a good servant for students, this is in accordance with the statement (Dzulkifli & Sari, 2015, p. 90) that the teacher's job is a human servant. (Gogos Humanities), has a professionalism and carries out a professional role.

Departing from the above problems, through this research study it is hoped that physical education teachers really understand and carry out the pedagogical aspects of educating in the SMA Negeri in Suak Tapeh District, Banyuasin Regency.

METHODS

The purpose of this research was to determine students' perceptions of the professionalism of physical education teachers in terms of pedagogical performance aspects in the SMA Negeri in Suak Tapeh Banyuasin District. This research was conducted in December 2020. The type of this research is a quantitative descriptive study using survey techniques. The population was 760 students consisting of 390 students of SMA Negeri 1 Suak Tapeh and 370 students of SMK Negeri 1 Suak Tapeh. The research sample used was 20 students of SMA Negeri 1 Suak Tapeh and 20 students of SMK Negeri 1 Suak Tapeh who were taken by purposive sampling technique.

Collecting data using a questionnaire with a Likert scale. Questionnaire validation is feasible to be used as a research instrument, given that the correlation coefficient is 82.03%. Measurements are made based on aspects of mastery of student characteristics, aspects of theoretical mastery, mastery of curriculum development, educational abilities, development of potential students, communication patterns, assessment and evaluation. Data analysis used data descriptions, data reduction and percentage analysis and value scales in drawing conclusions.

RESULT AND DISCUSSION

Research with the aim of knowing students' perceptions of the professionalism of physical education teachers in terms of pedagogical performance aspects was carried out by involving two schools in the Suak Tapeh District, Banyuasin Regency, namely at SMA Negeri 1 Suak Tapeh and SMK Negeri 1 Suak Tapeh. Aspects of analysis are based on aspects of mastery student characteristics, aspects of mastery of theory, mastery of curriculum development, ability to educate, development of potential students, communication patterns, assessment and evaluation. The detailed research results obtained based on a summary of the answers from the distributed questionnaires can be seen in the table below:

Table 1. Teacher Professionalism Based on Indicator

Indicator	%	Category
Mastery of character	67	Quite Professional
Mastery of theory	72	Professional
Mastery of Curriculum	64	Quite Professional
Ability to educate	81	Professional
Development of potential	78	Professional
Communication patterns	68	Quite Professional
Assessment and evaluation	79	Professional

(Source: researcher document 2020)

Pedagogic performance of the physical education teachers above is presented in the diagram below:

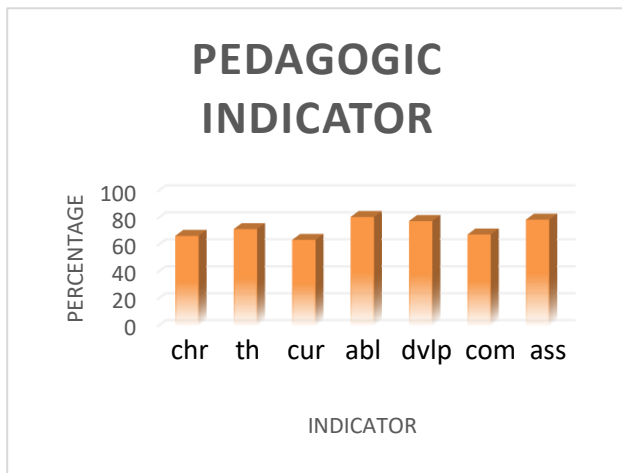


Figure 1. Professionalism Physical Education Teacher

(Source: researcher document 2020)

Based on the table and diagram above, information is obtained that students' perceptions of teacher professionalism in terms of pedagogical aspects are based on indicators of mastery of student characteristics by 67%

with a fairly professional category, aspects of theoretical mastery are 72% with a professional category, mastery of curriculum development is 64% with sufficiently professional category, the ability to educate 81% with the professional category, development of the potential of students by 78% with the professional category, communication patterns by 68% with the fairly professional category, assessment and evaluation by 79% with the professional category.

Meanwhile, for the level of professionalism of physical education teachers in the sub-district based on the perceptions of students in the SMA / SMK Negeri in Suak Tapeh District, it can be seen in the table below:

Table 2. Percentage of Teacher Professionalism

Score	Sum	%	Category
Final Score	1487	70,71	Professional
Maximum Score	2103		

(Source: researcher document 2020)

Based on the research results obtained through a questionnaire analysis of teacher professionalism in terms of pedagogical aspects, it is stated that physical education teachers in SMA / SMK Negeri in Suak Tapeh District, Banyuasin Regency are professional in carrying out their performance as physical education teachers according to the students. This is in accordance with the percentage of

answers reaching 70.71 in the professional category.

The results of the research above indicate that in the work of physical education, sports and health teachers in the SMA / SMK Negeri in Suak Tapeh District, Banyuasin Regency, they are on the right track. Prioritizing professional elements in work, carrying out the pedagogical mandate properly as a teacher. Teachers have worked as good servants for students, so that students provide good performance assessments for their teachers. Today's teacher professionalism is highly demanded in order to foster students' enthusiasm for learning. The teacher is a reflection for students in learning. This is reflected in students in SMA / SMK Negeri in Suak Tapeh District, Banyuasin Regency, so that students' assessments of their teachers are in line with the performance given by the teacher.

Based on the indicators of mastery of the characteristics of students, the number of students' confidence in teacher performance on this indicator reaches a percentage of 67% where the category on the indicator is quite good, this indicates that the teacher has carried out his duties as a teacher who masters the problems inherent in students. The teacher is able to solve the problems of each student during character-based learning quite professionally.

Based on the indicator of theoretical mastery, the student confidence figure reaches a percentage of 72% where this indicator is in a good category, this indicates that the teacher has mastered every material taught properly when giving lessons. Teachers are professionally in the field of science based on correct theories.

Based on the curriculum development indicators, the student confidence figure reaches 64% where this indicator is in a fairly good category, this indicates that the teacher is quite professional in planning learning, preparing learning tools, setting up learning, preparing learning tools, etc.

The indicator of the ability to educate has a confidence score by students of 81%, this number is in a good category, this indicates that the teacher is professional in educating students. Educate in order to mentor, encourage and provide role models for students when on duty. In line with the results above, it is known that the duties of sports teachers usually have tasks in order not only to convey material but also to educate students to achieve superior character.

Indicators of developing the potential of students, the student confidence figure reaches a percentage of 78 with a good category, this indicates that physical education, sports and health teachers not only carry out their duties as teaching staff, but also carry out their duties as a carrier in developing the

potential or talents of students. Sports teachers usually develop student potential through various extracurricular activities, this is also done by physical education teachers in the SMA / SMK Negeri Suak Tapeh, Banyuasin Regency.

Based on the indicators of communication patterns, the student confidence figure reaches 68%, this figure is in a fairly good category, this indicates that the communication that is owned by teachers of physical education, sports and health in the SMA / SMK Negeri in Suak Tapeh District is quite professional. In communicating, the teacher puts forward a persuasive approach to students and student guardians. There are no limits on communication run by the teacher to students if the substance of communication is for student progress.

Based on the assessment and evaluation indicators, the student confidence figure reaches 79%, this figure is in a good category, this indicates that the teacher is professional in providing assessments and evaluating in learning. Not knowing the elements of family, ethnicity, religion, race, class and group, every student professionally applies the same thing between one student and another in terms of grading.

According to (Susanto, 2012, p. 200) it is stated in Law Number 14 of 2005 Chapter 1 article 1 concerning teachers and lecturers, it is stated that teachers are professional educators

with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Byars dan Rue in (Susanto, 2012) states Performance refers to degree of accomplishment of the tasks that make up an individual's job. It reflects how well an individual is fulfilling the requirements of a job.

According to Obilade in (Koswara & Rasto, 2016, p. 62) explaining teacher performance can be described as tasks performed by a teacher at a certain period in the school system to achieve organizational goals. Performance can be defined as the success rate. Performance can also be defined as a person's overall level of achievement during a certain period. Performance is defined as a process of work results and a display of one's behavior at work. Thus performance is reflected in the level of individual participation in carrying out organizational tasks.

Hamalik in (Sarifudin, 2019, p. 423) reveals the basic abilities which are also called the performance of a teacher consisting of: Guru harus mampu merencanakan pembelajaran,

- a. a. Teachers must be able to manage learning programs,
- b. Teachers must be able to manage the class,

- c. Teachers must be able to use learning resource media,
- d. Teachers must be able to manage class interactions during learning,
- e. Teachers must be able to carry out learning evaluation.

Further research (Andriani, 2018), this research shows that the results found that physics teachers in SMA / MA Payakumbuh, for personal and social competences 100% are included in the good and very good categories, while for professional and pedagogical competences, according to student assessment , 22% of physics teachers are in the good category, the rest are in the enough category. There is a slight difference between teacher self-assessment and student assessment. The teacher gives a higher assessment of his abilities, while the students give a lower assessment.

CONCLUSION

Based on the research findings, it can be concluded that:

- a. Students' perceptions of teacher professionalism in terms of pedagogical aspects based on indicators of mastery of student characteristics by 67% with a fairly professional category, 72% in the theoretical mastery aspect with a professional category, 64% mastery of curriculum development with a fairly

professional category, 81% educational ability with a professional, the development of the potential of students is 78% with the professional category, the communication pattern is 68% with the fairly professional category, the assessment and evaluation is 79% with the professional category

- b. Teachers of physical education in SMA / SMK Negeri in Suak Tapeh District, Banyuasin Regency are professional in carrying out their performance as teachers in the eyes of students because the answers reach 70,71.

Teacher professionalism is reviewed based on aspects of pedagogical performance based on indicators of mastery of student characteristics, indicators of theoretical mastery, indicators of mastery of curriculum development, indicators of educational abilities, indicators of potential development of students, indicators of communication patterns and indicators of assessment and evaluation. Based on the findings of the research results above, several things that need to be suggested are that teachers further improve teacher performance in implementing learning programs at school, not only pedagogical aspects, but personal aspects, professionalism and social aspects must also be improved, considering the demands of

modernization make teachers have to really-really wise in educating students.

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