



Competency and Performance of Physical Education Teachers for Elementary School in Semarang Indonesia

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Abstract: Mastering the basic competencies of a physical education teacher is one of the keys to learning. This research aims to determine how to achieve the competency of elementary school physical education teachers spread across the city of Semarang. The method used in this research was a qualitative method with an interaction analysis model and supported by the presentation of percentages. This research involved 20 elementary school physical education teachers spread across Semarang. Data analysis was carried out using data collection techniques, data reduction, data display, and drawing conclusions. The overall interview results were reduced, and the data was presented as a percentage of teacher achievement in pedagogical competence of 80% in the good category. Personality and social competency have the same value, 50%, in the good category, and professional competence results were obtained at 70% in the good category. It is concluded that harmonization is needed to master basic teacher competencies. This study contributes to all researchers interested in developing physical education teacher competence to create new models and strategies to support them in increasing their teacher competencies.

Keywords: elementary school, performance, physical education, teacher

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INTRODUCTION

Physical education in schools is essential for fostering both mental and physical health (Kohl et al., 2013). Students can grow in physical fitness and acquire critical abilities like goal-setting, discipline, and teamwork by integrating physical activity into the curriculum (Miko et al., 2020; Raine et al., 2023). Also, students can use physical education classes as a healthy and constructive way to let go of their tension and release pent-up energy (Layman, 2015). It is impossible to overestimate the significance of physical education in schools since it is essential to promoting students' mental and physical well-being (Piñeiro-Cossio et al., 2021). Physical education should be prioritized in schools now more than ever because of the increasing prevalence of technology and sedentary lifestyles in today's society (Pyšná et al., 2022). Students are more likely to carry these traits into adulthood if they are instilled with positive habits and a positive outlook on physical exercise early (Brown et al., 2019; Palackic et al., 2023). Additionally, physical education programs can aid in the fight against children's growing obesity and other health issues (Norhabibah, 2023; Yanova et al., 2021). Physical education, then, is essentially about giving students the tools they need to live healthy, fulfilling lives, not just about teaching them how to play sports (Mandigo et al., 2019).

Physical education teacher performance refers to the effectiveness and efficiency with which a physical education teacher carries out their duties and responsibilities in educating and engaging students in physical activity and sports (Pramono et al., 2023). This includes the teacher's ability to plan and deliver engaging and developmentally appropriate lessons, assess student learning and progress, provide feedback and support, and create a positive and inclusive learning environment (Damrah et al., 2021). In addition, physical education teacher performance also encompasses the teacher's ability to collaborate with colleagues, communicate effectively with students and parents, and continuously engage in professional development to enhance their teaching skills and knowledge (Vangrieken et al., 2015). Overall, physical education teacher performance is crucial in ensuring students receive high-quality physical education instruction that promotes their physical, social, and emotional well-being (He et al., 2023). Physical education teachers are essential in encouraging students' general well-being and healthy lifestyles (Kliziene et al., 2021). Students learn the value of physical activity and appropriate exercise techniques from them, but they also learn virtues like perseverance, teamwork, and sportsmanship. Physical education teachers have the power to instill in their students a lifelong love of exercise and a positive outlook on fitness by creating a safe and supportive environment (Mesnan, 2021).

Physical education teachers play a crucial role in identifying and addressing any mental or physical health concerns that students may have and in giving them the resources and encouragement they need to thrive in and outside the classroom (Guo, 2020). To teach students how to cooperate toward a common goal

and encourage one another through difficulties, physical education teachers, for instance, might arrange team sports like basketball or soccer (Choi et al., 2022). Through these exercises, students can gain valuable life skills that will help them in all facets of their lives, like resilience, leadership, and communication (Wild et al., 2021).

However, it is essential to note that not all teachers may have the necessary training or resources to effectively address mental health concerns in students (Salimi et al., 2023). Sometimes, students fall between the cracks and do not get the help they require, which can have detrimental effects like aggravating mental health issues or even increasing stress. Schools must prioritize mental health education and resources for students and teachers (Liang et al., 2022). By providing training and access to mental health professionals, schools can create a supportive environment where students feel comfortable seeking help when needed (Semchuk et al., 2023). Additionally, implementing proactive measures such as regular check-ins and mental health screenings can help identify students who may be struggling early on, preventing more serious issues from arising (Kim et al., 2022). Ultimately, by prioritizing mental health in schools, we can ensure that all students can thrive academically and emotionally (Cheng et al., 2024). Several of these statements show that teachers are required to master basic competencies as a teacher. Therefore, this research aims to determine the competency and performance of elementary school physical education teachers in Semarang, the capital of Central Java province. The novelty of this research is the location and subject of the research, where research has never previously been conducted on teacher competency achievements, specifically for physical education teachers and at the elementary school level. Through this research, it is hoped that we will be able to contribute to researchers in the academic field regarding appropriate strategies to help teachers master these four basic competencies, especially in the realm of physical education in elementary schools.

METHODS

This type of research was qualitative descriptive research with a percentage where, after the required data was collected, it was classified according to a predetermined formulation. The data analysis technique researchers used in this research was the interactive analysis model, namely, the data reduction and data presentation components were carried out simultaneously with the data collection process (Ting et al., 2021). After the data was collected, the three components of analysis (data reduction, data presentation, and conclusion drawing) interacted with each other. The data collected had been selected and summarized, then grouped based on similar data and organized to obtain data conclusions as data presentation material. Data preparation was carried out with the following data preparation considerations: Only formulate data that is important and really needed; Only enter data that is genuinely objective; Only enter authentic data; Distinguish between information data and respondents' personal messages. Data presentation was carried out as a follow-up to the data being reduced and organized; then, the data was presented in narrative text accompanied by charts or tables to clarify the data presentation. This qualitative data analysis was done through PKG, IPKG scores, questionnaires, and interviews.

Table 1. Topic of Interview Session for Teacher Performance Assessment

Category	Competency
Pedagogy	Mastering the characteristics of students Mastering learning theories and educational learning principles Curriculum development Educational learning activities Development of student potential Communication with students Assessment and evaluation
Personality	Act by religious, legal, social and cultural norms Demonstrates a mature and exemplary personality
Social	Be inclusive, act objectively and not be discriminatory Communication with fellow teachers, education staff, parents, students and the community
Professional	Mastery of material, structure, concepts and scientific mindset that supports the subjects being taught Developing professionalism through reflective action

This research used two supporting data. Primary data was data obtained from data sources from people involved or the object of research. Information was taken from people who had mastered the problem, had information, and were willing to provide information, namely 20 physical education, sports, and health teachers, 20 state elementary school principals, and 20 other teachers as fellow students. Secondary data was obtained from previously existing data and research locations in the form of documents, namely Teacher Work

Assessment, which included pedagogical competence, personality competence, social competence and professional competence.

RESULT AND DISCUSSION

The research results are displayed in the form of excerpts from interview sessions and conclusions from each competency assessed. The explanation of the interview results on the topic of pedagogical competence consists of 7 indicators, which include getting to know the characteristics of students, mastering learning theories and principles of educational learning, curriculum development, educational learning activities, understanding and developing potential, and communication with students, and assessment and evaluation. The following is a short resume of an interview session with one of the physical education teachers:

Q: "How do you prepare a lesson plan?"

A: "As usual, before I make a lesson plan, I have to know first who I will teach. It means I will adapt my learning materials to the characteristics of the children in that class."

Q: "How do you develop your students' potential in learning?"

A: "In every lesson, I always check first what the abilities are and what each student actually needs. So I will adjust the material I deliver to the needs and abilities of my students."

Q: "How do you assess each lesson?"

A: "According to the realm of physical education, in every lesson, I include three components of assessment aspects, namely cognitive, affective and psychomotor; cognitive through how students explain, then affective through how children show attitudes during activities, and psychomotor with various criteria for each skill that appears."

Q: "What do you know about learning theory?"

A: "By mastering learning theories and educational learning principles, at least teachers can understand what and how the learning process occurs in students so that teachers can take appropriate pedagogical and educational actions to implement learning."

Q: "How would you develop the current curriculum used in physical education?"

A: "Currently, the curriculum in Indonesia uses the independent curriculum; what I do is develop teaching modules to suit the abilities and needs of students in each learning material."

Pedagogy is vital in affecting the effectiveness of physical education teachers. According to research, higher education levels and greater professional experience make teachers more adept at providing high-quality physical education instruction. Additionally, educators are better able to engage students and foster a pleasant learning environment when they consistently look for professional development opportunities and stay current on the newest teaching techniques. The ability to modify classes to fit each student's various requirements and skill levels is another aspect of teacher pedagogical competency, which guarantees that every kid has the chance to thrive in physical education (Harvey et al., 2018). Some of the statements above are excerpts from an interview with one of the respondents. From this statement, it can be concluded that the teacher has mastered pedagogical competence. It can be seen from the answers of the majority of teachers about how to understand student characteristics, then plan learning, and even develop the curriculum used, their answers are appropriate.

The next part of the assessment focuses on aspects of teacher personality competence. One is related to acting according to religious, legal, social and cultural norms, showing a mature and exemplary personality, work ethic, high responsibility, and pride in being a teacher. Apart from interviews, observations were also carried out on physical education teachers to assess this aspect. Based on observations from 20 public elementary school physical education teachers in Semarang, it was found that the three indicator points appeared in 17 teachers and not in 3 other teachers due to the significant age difference. The following are some of the results of interviews with several elementary school physical education teachers.

Q: "How do you position yourself as a role model for students at school?"

A: "In my opinion, discipline is an essential thing in physical education, so I always prioritize discipline for students. One example is in terms of discipline in clothing."

Q: "How would you describe your work ethic and responsibilities as an elementary school physical"

education teacher?"

A: "I have completed a bachelor's degree in elementary school physical education. Then, I levelled my competencies and skills again by joining a postgraduate program. Physical education is a passion for me, so I definitely do my assignments to the maximum. Apart from that, the figure of a physical education teacher is of special pride to me."

Personality is additionally a significant element affecting the effectiveness of physical education teachers. Studies have indicated that educators who possess enthusiasm, motivation, and support are better at enthusing their students and encouraging a passion for exercise. Characteristics like empathy, patience, and effective communication are crucial for fostering a supportive learning environment and forging close bonds with pupils. Additionally, teachers who are well-organized, flexible, and receptive to new ideas can better meet the demands of efficiently teaching physical education. Therefore, enhancing the standard of physical education programs and encouraging students' lifetime health and wellness requires an awareness of how teacher personality affects performance (Corbin, 2021). Overall, the responses from physical education teachers in Semarang follow a similar pattern. From questions about how to position oneself as an example to how to show ethos and responsibility as a physical education teacher, the teacher gave a good and appropriate response. The following competency that is assessed is social competency. Here, the researcher uses two assessment indicators: interviews and observation. These indicators include how teachers act inclusively, objectively, and not discriminatorily; and how teachers communicate with fellow teachers, education staff, parents, students and the community. The following is a brief summary of the results of interviews regarding the social competence of physical education teachers:

Q: "How do you assess and treat your students in class?"

A: "I understand that there is no child who cannot do in physical education. All children can; it is just the point at which they can that makes the difference. So, I never differentiated my attitude towards all children, whether they had good skills. Because I believe that every child has different abilities and learning needs."

Q: "As a physical education teacher, how do you communicate with your fellow teachers at school?"

A: "I communicate as usual with fellow teachers at school. In general, we sometimes talk to one or two students about their learning achievements, looking for information from each other about how students are performing in other lessons. In my opinion, there must be good communication between teachers to work together to provide good services for students at school."

Physical education teachers should have social competency because They can interact with pupils more successfully and inspire them to be active. Apart from social skills, teachers' qualifications and experience also significantly impact the students' success. Lesson plans that are interesting and successful are more likely to be created by teachers who have advanced degrees and specialized training in physical education, according to research. Additionally, seasoned educators can better manage a range of student demands and modify their pedagogical approaches accordingly. Overall, the success of the program as a whole and the calibre of instruction are greatly influenced by the credentials and background of physical education teachers (McLeskey et al., 2019). Based on the results of interviews with 20 physical education teachers, the answers were all normative in that all had good communication links between fellow teachers at school; however, several had additional notes in terms of differentiating students in the realm of physical education skills. The final aspect assessed is the professional competence of physical education teachers. The researcher used two indicators to guide observation and interviews in this case. These indicators are mastery of material, structure, concepts, and the scientific mindset that supports the subjects being taught. Developing professionalism through reflective action. Some of the interview results in this professional aspect are as follows:

Q: "How do you prepare for each meeting?"

A: "In preparation for learning, there is, of course, something called the learning planning stage. In this stage, I determine what abilities students must learn and master. After knowing the learning outcomes, the next step is to carry out a breakdown into preparing teaching modules."

Q: "To improve your competence as a teacher, what have you done?"

A: "Strengthening teacher competency is much needed by all physical education teachers. In my opinion, a teacher must always be updated with new information and knowledge. One of the existing competency improvement programs open to teachers is the teacher professional education program. I finished it one year ago."

Teacher professional competency is vital to guaranteeing the accomplishment of school physical education initiatives. A physical education teacher's success can be affected by various factors, such as their degree of education and training, enthusiasm for the topic, capacity for effective communication and student motivation, and the tools and support they get from their school and community. By being aware of these variables, educators and schools can enhance the standard of physical education instruction while also improving students' general health and well-being (Tutkun et al., 2017). During interviews, some informants mentioned that professional development activities play a significant role in supporting their competence as physical education teachers. This observation is consistent with evaluation results showing that such programs positively contribute to enhancing teachers' competency levels. By continuously improving their skills and knowledge through professional development opportunities, physical education teachers can further enhance the quality of their instruction and ultimately contribute to the success of their program (Padillo et al., 2021). Pedagogical competence is the main focus because it is directly related to how teachers are able to plan and manage learning in the classroom by looking at student characteristics and the curriculum used. By paying attention to this aspect, physical education teachers can improve their abilities in designing learning programs that suit student needs and integrate the curriculum well. Thus, through ongoing professional development, these teachers can provide high-quality instruction and contribute significantly to the success of their physical education programs (Spittle et al., 2022).

Professional competence is highlighted in the results of this research because there are still physical education teachers who have never participated in a professional development program but have taught in class. This shows the importance of support and incentives from the school or government to encourage teacher participation in professional development programs. In this way, it is hoped that all physical education teachers will continue to improve the quality of their teaching and positively impact the development of physical education in schools. Through joint efforts, we can create an optimal learning environment and support holistic student development (Durdukoca, 2021). Based on the results of the data collected, it was found that of the 20 elementary school physical education teachers who were respondents in the research, only three had not completed the professional teacher education program.

CONCLUSION

Physical education teachers in elementary schools are not only required to be skilled in teaching material in the learning process but also to master all teacher competencies, starting from pedagogical, social, personality, and professional competencies. Each of these competencies has different characteristics and indicators of achievement. The results of research and discussions show that all respondents across several elementary schools in Semarang evenly share mastery of teacher competencies. However, from the results of interviews and observations, it is still found that several physical education teachers had not completed personal competency development programs such as professional teacher education. Therefore, suggestions from the results of this research are that all physical education teachers must carry out self-development through training and professional education programs to strengthen and improve their competence as teaching staff.

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