



PROFESSIONAL COMPETENCY ANALYSIS OF PHYSICAL EDUCATION TEACHERS AT THE LEVEL OF PRIVATE *MADRASAH IBTIDAIYAH* BASED ON GOVERNMENT REGULATION NUMBER 19 OF 2017

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ABSTRACT

Physical education (PE) is one of the subjects taught at the Elementary School or Madrasah Ibtidaiyah (MI) level. Physical education has an important role in meeting the needs of movement, maintaining physical fitness, and creating a healthy lifestyle for MI students. The achievement of physical education learning objectives is certainly influenced by various factors, one of which is the Professional Competence of Physical Education Teachers. This research aims to analyze the Professional Competence of Physical Education Teachers at the MI level. The MI in question is a private sector located in Central Java Province. The research approach is quantitative with survey techniques. The research sample amounted to 30 which were taken at random (simple random sampling). The main data is the Professional Competence of Physical Education Teachers as measured by one of the main indicators, namely professional education in accordance with Government Regulation of the Republic of Indonesia Number 19 of 2017 Article 1 Paragraph 2 and 4, analyzed descriptively qualitatively. The results of this study are that 87% of Physical Education teachers are Strata One graduates according to the Physical Education/Sports/Sports education clump, 7% are Strata One graduates from other fields of science, 3% are Diploma Two graduates, and 3% are high school graduates, and all of them do not have an Educator Certificate (Penjas). The conclusion of this research is that most of the Physical Education Teachers at Private MI do not have good professional competence because they do not have an Educator Certificate.

Keywords: *Professional Competence; Physical Education Teacher; Madrasah Ibtidaiyah.*

ABSTRAK

Pendidikan jasmani (Penjas) merupakan salah satu mata pelajaran yang diajarkan pada tingkat Sekolah Dasar (SD) ataupun Madrasah Ibtidaiyah (MI). Penjas memiliki peranan penting dalam pemenuhan kebutuhan gerak, terjaganya kebugaran jasmani, dan terciptanya pola hidup sehat bagi siswa MI. Tercapainya tujuan pembelajaran penjas tentunya dipengaruhi oleh berbagai faktor, salah satunya adalah Kompetensi Profesional Guru Penjas. Penelitian yang dilakukan ini bertujuan untuk menganalisis Kompetensi Profesional Guru Penjas pada tingkat MI. Adapun MI yang dimaksud adalah berstatus swasta yang berada di Provinsi Jawa Tengah. Pendekatan penelitian adalah kuantitatif dengan teknik survei. Sampel penelitian berjumlah 30 yang diambil secara acak (*simple random sampling*). Data utama adalah Kompetensi Profesional Guru Penjas yang diukur dengan salah satu indikator utama adalah pendidikan profesi sesuai dengan Peraturan Pemerintah Republik

Indonesia Nomor 19 Tahun 2017 Pasal 1 Ayat 2 dan 4, dianalisis secara deskriptif kualitatif. Hasil penelitian ini adalah sejumlah 87% Guru Penjas merupakan lulusan Strata Satu yang sesuai rumpun ilmu Pendidikan Jasmani/Pendidikan Olahraga/Keolahragaan, 7% merupakan lulusan Strata Satu dari bidang ilmu lain, 3% lulusan Diploma Dua, dan 3% lulusan Sekolah Menengah Atas (SMA), serta keseluruhan belum memiliki Sertifikat Pendidik (Penjas). Simpulan penelitian ini adalah sebagian besar Guru Penjas pada MI Swasta belum memiliki Kompetensi Profesional yang baik karena belum mempunyai Sertifikat Pendidik.

Kata Kunci: Guru Penjas; Kompetensi Profesional; Madrasah Ibtidaiyah.

1. Introduction

Elementary education in Indonesia has an essential role as the basis for achieving long-term national education goals. The implementation of elementary education is in two different ministry areas. Elementary Schools (SD) are under the guidance of the Ministry of Education and Culture, while *Madrasah Ibtidaiyah* (MI) is under the Ministry of Religion (Pemerintah Indonesia, 2017). However, both have similarities in terms of being a form of formal education that organizes general education. Like SD, MI requires a variety of basic curriculum designs that must be met by taking into account the achievements of each subject that have been determined. Physical education is one of the subjects in question.

Physical education in elementary schools or MI is one of the subjects called Physical Education for Sports and Health (*PJOK*). Physical education has a vital role in fulfilling educational goals. Physical education aims to form a good character, a healthy and fit body, and a healthy living culture (Mustafa & Dwiyo, 2020). Some of these goals are challenging in implementing education in MI because they are mainly focused on fulfilling their uniqueness in Islamic education. Furthermore, the objectives of physical education can be appropriately achieved by considering various factors related to the curriculum, the ability of students, the environment, facilities, and infrastructure, of the teachers who teach physical education. Of course, the main thing considered in learning physical education at MI is related to the Competence of Physical Education Teachers.

The scope of various materials in physical education must deliver, such as games and sports, development activities, rhythmic activities, water activities, gymnastics, education outside the classroom, and health. Playing is one of the activities in physical education that can be used to achieve educational goals (Utama, 2011). Compared with other subjects, learning achievement must reach three domains, namely cognitive, affective, and psychomotor (Rozi, Safitri, Latifah & Wulandari, 2021). Even though physical education is a holistic learning between practice and theory, the current curriculum structure still has a concept that distinguishes between practical material and theoretical material. Of course, not everyone who can practice sports well is allowed to teach physical education. It is because not all who have good sports practice can understand the science of physical education. Teaching physical education requires a competency skill obtained through lectures that follow the physical education science. These skill competencies are the provision for teaching physical education.

Physical education teacher competencies are like the teaching profession in general, namely having professional, pedagogic, personality, and social competencies (Liansoro, 2010; Khair, Supriatna & Haetami, 2018; Hermawan & Safei, 2020; Chaeruddin & Herawati, 2022). These competencies are the main tool of a teacher. Through good competence, the teacher will be able to lead students to achieve the educational goals that have been set. Conversely, if this competency is not achieved properly, it will inhibit the education process. In particular, the Physical Education teacher must have the competence to explain the philosophy of physical education, the history of physical education, the

dimensions of human anatomy, aspects of kinesiology and physical performance, physiological aspects, psychological aspects, sociological aspects, movement development, and movement learning theory, which all of them are related to physical education (Pemerintah Indonesia, 2007). Physical Education teachers must thoroughly master these competencies.

Physical Education teachers who do not have the competence will disrupt the course of Physical Education learning. If pedagogic competence is not fulfilled, the teacher cannot explain what material is being taught properly, how to teach it with appropriate techniques or methods, and cannot create innovation in teaching. Not having the competence in Physical Education expertise will also cause a bad effect, such as a lack of social competence in communicating with students. A teacher who is not an expert in physical education will certainly have difficulty communicating. Moreover, regarding personality competence, physical education teachers may not have this competence, but in providing an example of practice, there will certainly be obstacles. Furthermore, professional competence will take much work to fulfill.

Professional competence is a mandatory requirement that a Physical Education teacher must meet. This competency relates to abilities and expertise in the field. Many SD or MI do not have Physical Education teachers who are appropriate in their fields. Usually, physical education will be assisted by class teachers or other teachers who lack teaching hours. Of course, this is ideally inaccurate because we know that teaching physical education requires special skills. It is the same if we analogize religious subjects taught by physical education teachers. Of course, the results are not optimal, as viewed from a series of teacher competencies that must be appropriate to their knowledge.

The results of preliminary observation made by the writing team show that implementing Physical Education learning in Private MI has obstacles in fulfilling Professional Competence by Physical Education teachers. Professional competence for teachers is some of the abilities teachers must have according to their areas of expertise in education and teacher training (Dudung, 2018). Moreover, in teaching physical education, the teacher must have the ability and expertise regarding physical education. Data generated in one of the sub-districts from eleven private MI in that area do not have Physical Education teachers that are suitable for the subject. Physical education learning at MI is only taught by class teachers, PAI subject teachers, or other subject teachers. Of course, this becomes a problem if it is related to the Professional Competence mentioned before.

The unavailability of Physical Education teachers negatively impacts the implementation of Physical Education learning. Teachers who do not know the basics of Physical Education might give the wrong practice of movement in learning. Not only are physical education teachers able to convey good movement practices, but physical education teachers are also required to convey a good understanding to students of physical education materials and apply those values. Previously, research on MI Physical Education Teachers throughout Malang Raya had been carried out, with the results highlighting the diversity of teacher backgrounds. One of them was the large number of teachers who did not have a background in the Physical Education field (Sudjana, 2006). The novelty of this research lies in the focus on the Professional Competence of Physical Education Teachers in accordance with Government Regulation No. 19 of 2017 at the Private MI level with the scope of the Central Java Province.

2. Method

This research employed quantitative research with a survey technique. Surveys are one of the quantitative research methods to obtain data that occurred in the past or at present, which can be taken from samples and carried out through observation or questionnaires (Sugiyono 2015c). This technique was chosen because it is more efficient. However, the authors realize that this research still has deficiencies in samples, which can be continued and strengthened by further research with larger samples. The sample for this study was only 30 data consisting of Physical Education teachers from 30 private MI in Central Java. Determination of the sample is based on the use of Simple Random Sampling. Samples took randomly from the existing population regardless of level (Sugiyono 2015a).

The technique used in collecting research data was carried out utilizing a questionnaire. The data obtained related to the teacher's last educational background, and the teacher has a certificate as a professional educator (*Penjas*), which was collected at the end of 2021. The data taken is then percentage to analyze the data qualitatively. Analysis of the data used is descriptive qualitative. Qualitative description is done by describing the data obtained without the intention of generalizing (Sugiyono 2015b).

3. Results and Discussions

3.1 Results

The research produced several data related to the Professional Competence of Physical Education Teachers. The data was obtained from several private MI in Central Java Province. The questionnaire technique was chosen to obtain some of the data needed in this study. Data collection was carried out for several months at the end of 2021 by observing the area coverage in Central Java.

Based on data in the EMIS (Education Management Information System) (Rekapitulasi Data Pokok Pendidikan Islam Madrasah, 2019), the total number of MI in Central Java is 4,118 MI with details of 114 public MI and 4,004 private MI. Therefore, the existence of private MI in Central Java has an important and strategic role in supporting the achievement of national education. It is based on the fact that there is 35 times more private MI than public MI. On the other hand, if learning is not going well, it will greatly hinder the educational goals that have been determined. The existence of a very large number of private MI has become a double-edged sword whose sharpness depends on the quality offered.

The existence of so many private MI certainly also influences the achievement of physical education learning objectives. The existence of so many private MI certainly also influences the achievement of physical education learning objectives. As stated in the National Sports Grand Design (*DBON*) draft, which was launched some time ago by the Ministry of Youth and Sports Affair (*Kemenpora*), then Private MI has a very strategic role in sports socialization in the education sector, considering that there are thousands of them spread across Central Java. Sports development in stages, starting from the introduction of sports to the implementation of physical education in schools (Amali, 2021).

On this occasion, the data collection consisted of 30 teachers from each private MI. Data collectors filled in the list of teacher questionnaire data in collaboration with researchers. The data collected is not limited to information about the latest educational background and an Educator Certificate (*Penjas*) ownership. It also describes the existence of Physical Education facilities and infrastructure. However, on this occasion, the main focus being analyzed was related to the educational background related to the professional competence of private MI teachers.

Those private MI spread to various areas in Central Java, both in rural and urban areas. Moreover, the management of private MI is managed under a private foundation, unlike public MI, which is managed in a structured manner directed by the Ministry of Religious Affairs. The following is an overview of the results of the data obtained.

Table 1. Research Data Results

ID	Educational Background	Educator Certificate (<i>Penjas</i>)
MIS 1	S1 Other Major	Not yet
MIS 2	S1 Physical Education	Not yet
MIS 3	S1 Other Major	Not yet
MIS 4	S1 Other Major	Not yet
MIS 5	S1 Other Major	Not yet
MIS 6	SMA	Not yet
MIS 7	S1 Other Major	Not yet
MIS 8	S1 Other Major	Not yet
MIS 9	S1 Other Major	Not yet
MIS 10	S1 Other Major	Not yet
MIS 11	S1 Other Major	Not yet
MIS 12	S1 Other Major	Not yet
MIS 13	S1 Other Major	Not yet
MIS 14	S1 Other Major	Not yet
MIS 15	S1 Other Major	Not yet
MIS 16	S1 Other Major	Not yet
MIS 17	S1 Other Major	Not yet
MIS 18	S1 Other Major	Not yet
MIS 19	S1 Other Major	Not yet
MIS 20	S1 Other Major	Not yet
MIS 21	S1 Other Major	Not yet
MIS 22	S1 Other Major	Not yet
MIS 23	S1 Other Major	Not yet
MIS 24	D2	Not yet
MIS 25	S1 Physical Education	Not yet
MIS 26	S1 Other Major	Not yet
MIS 27	S1 Other Major	Not yet
MIS 28	S1 Other Major	Not yet
MIS 29	S1 Other Major	Not yet
MIS 30	S1 Other Major	Not yet

Furthermore, to facilitate the analysis carried out in a descriptive quantitative manner. The latest education data collected is divided according to the qualifications possessed. These qualifications can be grouped into four categories: Undergraduate of Physical Education (S1), Undergraduate of other major (S1), Diploma (D2), and high school (SMA).

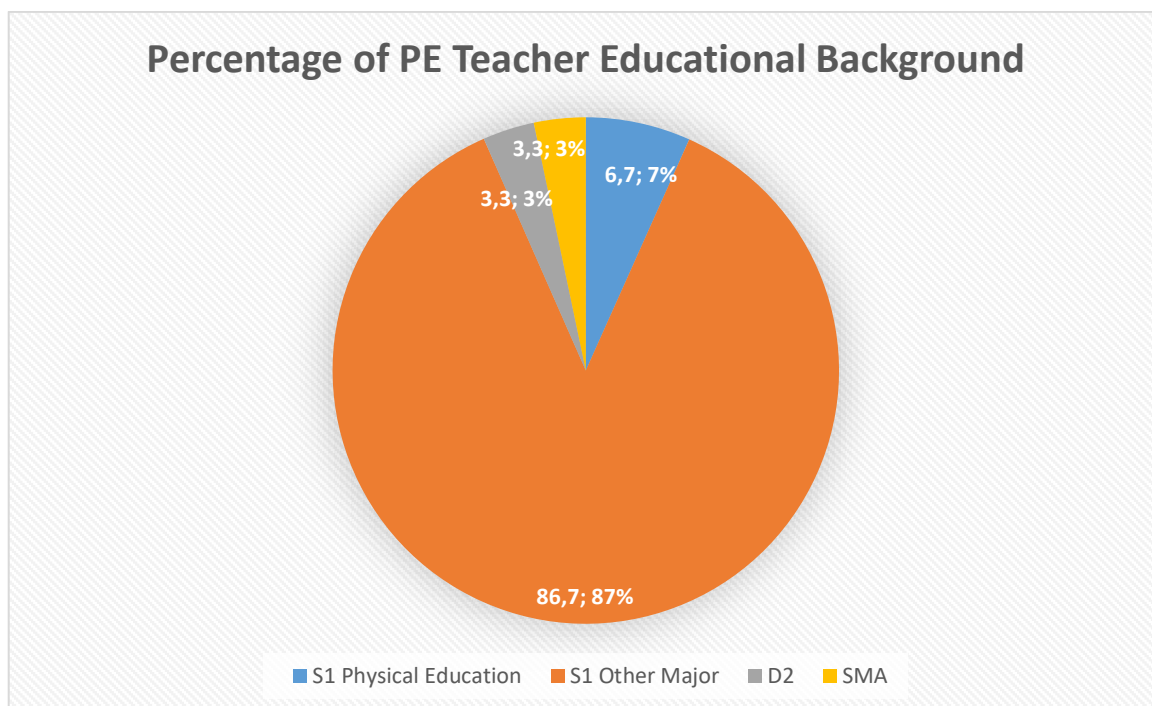


Figure 1. Educational background of Physical Education teachers of private MI in Central Java

As many as 87% of the teachers from the total sample, teachers who teach physical education in private MI in Central Java, had an undergraduate education background in other majors. It is, of course, a result that is far from ideal because, ideally, the physical education teacher holds a Bachelor's degree in physical education. Other results show some teachers with only Diploma (D2) and High School (SMA) educational backgrounds. Only 7% of teachers are qualified according to the area of expertise in physical education.

3.2 Discussions

In the results section, it is found that the educational background of Physical Education teachers at the private MI level in Central Java is not entirely a Bachelor's (S1) graduate. Only 94% hold a bachelor's degree from the total sample taken. Furthermore, they do not yet have an educator certificate (*Penjas*). Suppose this is related to the professional competence of teachers. In that case, it is certainly not good, as referred to the Government Regulation No. 19 of 2017 as a substitute for Government Regulation no. 74 of 2008 concerning teachers, which states that teachers must have academic qualifications according to the field of assignment and have an educator certificate as formal evidence of professional competence. Thus, several private MI studies have not fully fulfilled the government regulation. However, it is necessary to explore further the problems or obstacles this private MI has in fulfilling the mandate of this government regulation. It is possible to carry out further research on this background so that the descriptions of the difficulties of Private MI in complying with these regulations can be filled.

In addition to the problem of the last educational background, Physical Education Teachers are required to have an educator certificate according to their qualifications to indicate the fulfillment of Professional Competence. Teachers must have a professional educator certificate to support Professional Competence (Bhakti & Maryani, 2016). Moreover, a Physical Education teacher can ideally be interpreted as a teacher with an

appropriate educational background in Physical Education and the appropriate educational certificate qualifications. One indicator of a professional teacher is teaching appropriately in the area of expertise (Ahmad, 2017). If this research was conducted at the end of 2021, which allowed the sample to have taught online in the previous year, it would certainly inhibit the process and achievement of physical education learning when it is carried out online due to the Covid-19 Pandemic. Physical Education learning is carried out online during the Covid-19 Pandemic (Nafrin & Hudaidah, 2021). Teacher competence influences significant participation in online learning (Sutisna & Widodo, 2020).

Physical Education teachers with no background in Physical Education may need help conveying material within the scope of Physical Education. Professional teachers have a good mastery of teaching materials, have good teaching techniques, can manage classes appropriately, are communicative, and have maturity in personality (Apandi, 2017). Physical Education should ideally be taught by teachers with a Physical Education/Sports Science education background. It is because Physical Education has a specificity that demands special skills compared to other subjects (Kanca, 2018). Meanwhile, teacher professionalism is the key to successful learning (Anwar, 2018). Teachers who do not have the competence of physical education will be constrained in the success of learning. A teacher with practical sports skills can provide examples of good practice. However, physical education is more than just focused on achieving movement techniques. In physical education learning, attention is paid to how the process of achieving movement techniques is in accordance with the good cognitive understanding and affective formation. Physical education must fulfill the cognitive, affective, and psychomotor aspects. Through physical education, values are instilled, and character is formed (Maksum, 2009; Arifin, 2017; Setiyawan, 2017; Febrianta, 2018)

There are several indicators of professional competence for Physical Education teachers. Some Physical Education teachers state that these indicators are: mastering teaching materials, not taking disciplinary action, and understanding and utilizing technology as learning media (Raibowo, Nopiyanto & Muna, 2019). Physical education teachers who do not have an appropriate educational background will certainly have difficulty mastering the material and delivering the teaching material. Physical education teachers with a physical education background sometimes still need help implementing technology as a physical education learning media, especially teachers who do not have a physical education background. Physical Education is not a side subject that can be taught by other teachers who do not have a Physical Education competence itself. Even though the curriculum implementation in SD or MI for the lower grades is carried out thematically, each school should ideally have a Physical Education teacher with appropriate academic qualifications to collaborate in creating appropriate thematic learning. For example, combining Natural Sciences and Physical Education. Physical education can be combined with science in a thematically integrative way in first graders of elementary school (Giartama, Hartati, Destriani & Victoriand, 2018).

Other indicators are academic qualifications, education and training that has been carried out, research-based learning, and tutorials and exercises (Sajidan, 2010). Several indicators, one of which refers to academic qualifications, indicate that Private MI Physical Education Teachers in Central Java who do not have the appropriate academic qualifications can be categorized as unprofessional. Moreover, teachers who have educator certifications do not necessarily have a good level of professionalism (Suhandani & Julia, 2014), especially teachers who are not certified and do not have the appropriate academic qualifications. Thus, improving the quality of physical education learning in private MI in

Central Java needs to be improved by increasing the professionalism of Physical Education teachers. The learning process will only have good quality if the teacher's role goes well (Nurtanto, 2016).

Teachers have a central role in achieving physical education learning objectives optimally. Physical education learning objectives will be easily achieved with a competent teacher. Competent physical education teachers are needed in this digital era to achieve educational goals (Kanca, 2018). The physical education teacher not only acts as a teacher who pass the ball to students to play freely but how to have a good concept in teaching physical education from various aspects. Suppose physical education learning is only filled by teachers who are not capable and appropriate with the qualifications required in physical education. Then, the hope of realizing ideal physical education learning and realizing the optimal achievement of physical education goals will take much work to fulfill. Fulfilling the qualifications of physical education teachers appropriate to their scientific fields can overcome this problem. If this is still difficult for private MI, at least they can provide structured and periodic training through Physical Education teacher associations in private MI in each sub-district or a certain area.

Government Regulation no. 19 of 2017 concerning teachers, among other things, explains teacher competencies and academic qualifications that teachers must possess according to their fields. Of course, efforts can be made to realize them by SD and MI fully. Private MI in Central Java, which has yet to be able to comply with this, specifically in the Physical Education subject, continues to strive to make it happen. However, short-term strategic steps are also needed to avoid physical education learning problems by conducting them by providing training, as mentioned earlier.

4. Conclusions

The results of the study have been described in the section above. Based on these results, through an analysis with the approach of Government Regulation of the Republic of Indonesia Number 19 of 2017 Article 1 Paragraphs 2 and 4, it can be concluded that most Physical Education teachers at the private MI level do not have good Professional Competence because they do not have an Educator Certificate (Physical Education).

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