

## **The Analysis of Physical, Sport, and Health Education Teacher Performance at State Senior High Schools Of Aceh Barat Regency in 2018**

**Ikhsan<sup>1</sup>, Miskalena<sup>2</sup>, Syamsulrizal<sup>3</sup>, Nyak Amir<sup>4</sup>, Razali<sup>5</sup>**

<sup>1</sup>*Student at Master of Sports Education Study Program of Universitas Syiah Kuala, Indonesia*

<sup>2</sup>*Lecturer at Master of Sports Education Study Program of Universitas Syiah Kuala, Indonesia*

<sup>3</sup>*Lecturer at Master of Sports Education Study Program of Universitas Syiah Kuala, Indonesia*

<sup>4</sup>*Lecturer at Master of Sports Education Study Program Universitas Syiah Kuala, Indonesia*

<sup>5</sup>*Lecturer at Master of Sports Education Study Program of Universitas Syiah Kuala, Indonesia*

---

**Abstract:** *A teacher is one of the critical elements in the education system that runs the entire system, starting from running the curriculum, preparing facilities, and so on. Those tasks are in line with the teacher's performance, which must be carried out by the mandate of the law. This study aims to analyze the performance of physical, sports and health education teachers at State Senior High Schools of Aceh Barat Regency in 2018. The aspects of performance analyzed include lesson planning, learning implementation, learning outcome assessment, training and guiding, additional tasks, and professional activity development. This study employed a descriptive study that used a quantitative approach. The population in this study was all Sports and Health Education teachers, totaling 27 teachers. The samples in this study were nine state senior high school teachers. The sample collection technique used in this study is purposive sampling with consideration of advanced, moderate, and disadvantaged schools. Data were collected using a teacher performance appraisal instrument (questionnaire) and analyzed by calculating the average value and calculating the percentage. The results show that overall, the performance level of the physical, sports, and health education teachers at state senior high schools in Aceh Barat in 2018 was 60.27%, which is in the Moderate category. In detail, one teacher (11.11%) was in a good category, five teachers (55.55%) were in a fair category, one teacher (11.11%) was in a moderate category, and two teachers (22.22%) were in a poor category.*

**Keywords:** *Performance of the physical, sports, and health education teachers*

---

Date of Submission: 06-12-2019

Date of Acceptance: 23-12-2019

---

### **I. Introduction**

Education is a process of change or human maturity, such as from not knowing to knowing, from unusual to ordinary, and from not understanding to understanding. Education can be obtained and done anywhere. It can be in a school, community, and family environment. Education has a vital role in ensuring the survival of a country because education is a means to improve and develop the quality of human resources. With education, human life has direction.

According to Mikarsa (2007: 16), "In the process of education, a process of development takes place." Education is not a process of imposing the will of the teacher on students. However, it is an effort to create conducive conditions for children's development, that is, the conditions that make it easy for children to develop themselves optimally. In the process of education, children actively develop themselves, and teachers actively help to create facilities for optimal development.

The law number 20 of 2003 concerning the national education system explains that the education pathway is divided into three types, namely: formal education, non-formal education, and informal education. Informal education is a type of education carried out independently in the family and the surrounding environment. Non-formal education is a type of education outside of formal education that can be implemented in a structured and tiered manner. Formal education is a type of education that has a hierarchical structure and has sequential classes from Elementary Schools to Universities. Formal education implemented in schools is carried out by teachers.

The teacher is a crucial element in the education system that runs the entire system, starting from preparing the curriculum, running the curriculum, preparing facilities, and so on. The teacher's tasks are in accordance with the teacher's performance, which must be carried out by the mandate of the law. Based on Law No. 14 of 2005, the main tasks of teachers are educating, teaching, guiding, directing, training, and evaluating

students. In connection with the teacher's tasks, the physical education teacher must also be able to educate, teach, guide, direct, train, and evaluate students.

Based on the teacher's task domain in general or in specific stipulated in the law, the teacher's task can be elaborated in teacher performance. Kusmianto (1997: 49) states that "Teacher performance is a standard related to the quality of teachers in carrying out their duties. The duties are: (1) working with students individually, (2) preparing and planning the lesson, (3) utilizing instructional media, (4) involving students in a variety of learning experiences, (5) having an active teacher leadership.

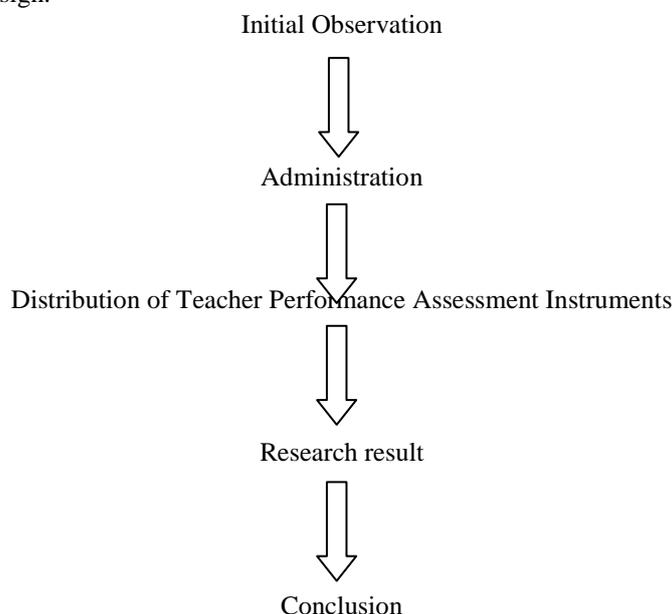
In order to be able to find out the performance of physical, sports, and health education teachers at the level of state senior high schools in Aceh Barat Regency, the researchers conducted initial observations on February 28, 2018, by interviewing the Principal. The results of these interviews gave rise to a variety of responses to the performance of physical, sports, and health education teachers. The results show that so far, the performance of physical, sports, and health education teachers was considered to be still inadequate in the efforts to improve the quality of learning. Related to the lesson planning, the teachers still have not planned the learning process correctly due to the incomplete learning device related to the Lesson Plan (RPP). Although the observation results have not represented the overall conditions of the teacher performance, these findings indicate the less optimal performance of physical education teachers so far.

It is necessary to analyze the performance of physical, sports and health education teachers at the state senior high schools in Aceh Barat to provide precise information for the teachers and school leaders. The information is used to obtain an optimal benefit to overcome the weak performance of the teacher before the next learning process takes place. Based on the explanation above, the researchers were interested in researching the title "The Analysis of Physical, Sports and Health Education Teacher Performance at the State High Schools in Aceh Barat Regency in 2018."

## II. Method

Based on the problems to be examined that concern with the teacher performance relating to lesson planning, learning implementation, learning outcome assessment, training and guiding, additional task, and professional activity development, this study employed a descriptive study that used a quantitative approach.

The research design is interpreted as a process of collecting and analyzing research data. This research design is a process of research procedures, starting from the research objectives to the data analysis. Below is a figure for the research design.



The population is the area or overall object that will be the target of a study. According to Sugiono (2014: 80), the population is a generalization area that consists of objects/ subjects that have the qualities and characteristics determined by researchers to be studied in order to draw a conclusion". Based on the explanation above, then the population of this study was all physical, sports and health education teachers at the state senior high schools in Aceh Barat Regency with a total of 27 teachers.

The sample is a part of the population used as the object of research. The sampling technique used in this study is purposive sampling. According to Sugiyono (2012: 68), "Purposive Sampling is a sampling technique with certain considerations." In this study, the reasons and considerations are the geographical extent,

time, and financial limitations so that the researchers chose schools that are categorized as advanced, moderate, and disadvantaged in the sub-districts to be used as research samples, namely physical, sports and health education teachers and the school principals. According to Danim (2006: 38), the criteria for a good school are as follows:

1. They have a strategy to achieve quality at the level of leaders, academic and administrative staff.
2. They have adequate supporting facilities for teaching and learning activities such as having a representative building, teaching aids, and supporting teaching and learning process and comfortable learning space.
3. They have a large number of students.
4. They have policies in planning to achieve quality in the short, medium, and long term.
5. They have clear evaluation strategies and criteria.
6. They place continuous quality improvement as a necessity.

Based on Danim's opinion, the authors make the criteria for good schools to be used as a reference in determining schools that are categorized as advanced, moderate, and disadvantaged. The requirements that must be met in the sample collection are:

1. Schools that are categorized as advanced are schools that have implemented the principles of good school criteria.
2. Schools that are categorized as moderate are schools that at least already have and run 3 points from the criteria of good schools.
3. Schools that are categorized as disadvantaged are schools that do not yet have and carry out the principles of good schools.

Considering the time and finances, the researcher took nine state senior high schools in Aceh Barat Regency, namely three schools in developed areas, three schools in moderate areas, and three schools in disadvantaged areas. Data collection techniques, according to Sugiono (2014: 224), is "a strategic step in research because the main purpose of the research is to obtain data." Without knowing data collection techniques, the researcher will not obtain data to meet predetermined data standards. In quantitative research, data collection is done in natural conditions. Primary data sources and data collection techniques are mostly on questionnaires.

### **III. Discussion**

In the discussion, the researchers will parse the results of the research that have been done so far to determine the performance of physical, sports and health education teachers at state senior high schools in Aceh Barat Regency in 2018 based on the results of the answers to the Teacher Performance Appraisal instrument that has been distributed to the principals.

Based on research that has been conducted by researchers using teacher performance appraisal instruments that refer to Regulation of Ministry of Administrative and Bureaucratic Reform No 16/2009 Chapter VII, Article 13 on nine senior high schools in Aceh Barat Regency with a total of 9 physical, sports and health education teachers as research subjects covering into six indicators, namely:

#### **1. Lesson Planning**

Based on the results of the study using the teacher performance appraisal instrument for physical, sports and health education teachers at senior high schools in Aceh Barat Regency in 2018 on lesson planning indicators, it can be seen that 4 teachers were in the very good category, three teachers were in the good category, one teacher was in the sufficient category, and one teacher was in the poor category. So, the results of research as a whole at the lesson planning stage show that the total score was 152, with a percentage of 84.44% in the good category.

#### **2. Learning Implementation**

Based on the results of the study using the teacher performance appraisal instrument for physical, sports and health education teachers at senior high schools in Aceh Barat Regency in 2018 on indicators of learning implementation it can be seen that one teacher was in the very good category, six teachers were in the good category, and two teachers were in the poor category. So, the results of research as a whole at the learning implementation stage of learning show that the total score was 93, with a percentage of 73.80% in the sufficient category.

#### **3. Learning Outcome Assessment**

Based on the results of the study using the teacher performance appraisal instrument for physical, sports and health education teachers at senior high schools in Aceh Barat Regency in 2018 on indicators of

learning outcomes assessment that one teacher was in the very good category, three teachers were in the good category, two teachers were in the sufficient categories, and two teachers were in the poor category.

So, the results of research as a whole at the learning outcome assessment stage show that the total score was 102, with a percentage of 70.83% in the sufficient category.

#### **4. Training and Guiding**

Based on the results of the study using the teacher performance appraisal instrument for physical, sports and health education teachers at senior high schools in Aceh Barat Regency in 2018 on indicators of training and guiding it can be seen that one teacher was in the good category, two teachers were in the sufficient category, and six teachers were in the poor category.

So, the results of research as a whole at the training and guiding stage show that the total score was 22, with a percentage of 40.74% in the good category.

#### **5. Additional Tasks**

Based on the results of the study using the teacher performance appraisal instrument for physical, sports, and health education teachers at senior high schools in Aceh Barat Regency in 2018 on indicators of additional tasks, it can be seen that one teacher was in the sufficient category and eight teachers were in the poor category.

So the results of research as a whole at the additional task stage show that the total score was 45 with a percentage of 41.66% in the sufficient category.

#### **6. Professional Activity Development**

Based on the results of the study using instruments assessing the performance of physical, sports and health education teachers in senior high schools in Aceh Barat Regency in 2018 on the indicators of developing professional activities, nine teachers were in the poor category.

So, the results of research as a whole in the Professional Activity Development show that the total score was 20, with a percentage of 18.51% in the good category.

Based on the research conducted in 9 physical, sports and health education teachers at senior high schools in West Aceh Regency in 2018, the total score from the results of research on the performance of teachers was 434 with a percentage of 60.27% in the moderate category. The score was obtained by measuring teacher performance appraisal, which includes lesson planning, learning implementation, learning outcome assessment, training and guiding, additional tasks, and professional activity development of physical, sports, and health education teachers in senior high schools in West Aceh Regency.

### **IV. Conclusion**

Based on the results of data analysis, it can be concluded that overall the performance level of physical, sports and health education teachers at state senior high schools in Aceh Barat in 2018 was 60.27% in the moderate category, with details as follows: (1) 1 teacher (11.11%) was in the good category, five teachers (55.55%) were in the fair category, one teacher (11.11%) was in the Medium category, and as many as two teachers (22.22%) were in the poor category.

### **References**

- [1]. Agus S. Suryobroto. (2005). *Persiapan Profesi Guru Penjas* [Physical Education Professional Preparation]. Yogyakarta: FIK UNY.
- [2]. Danim, S. (2006). *Visi Baru Manajemen Sekolah* [New Vision for School Management]. Jakarta: Bumi Aksara
- [3]. Depdiknas. 2003. Law of the Republic of Indonesia No. 20 of 2003 About the national education system.
- [4]. Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan (DitjenPMPTK). (2010). *Pedoman pemilihan guru berprestasi tahun 2010* [Guidelines for the selection of outstanding teachers in 2010]. Jakarta: Direktorat Jenderal PMPTK Kemendiknas.
- [5]. Djamarah, Syaiful Bahri dan Aswan Zain. 2010. *Strategi Belajar Mengajar* [Teaching and Learning Strategies]. Jakarta: Rineka Cipta
- [6]. Kusmianto. (1997). *Panduan Penilaian Kinerja Guru oleh Pengawas* [A Guide to Teacher Performance Assessment by Supervisors]. Jakarta Davies, Ivor K. 1987. *Pengelolaan Belajar* [Learning Management]. Jakarta: Rajawali Pers.
- [7]. Kusnandar. (2007). *Guru Profesional* [Professional Teacher]. Jakarta: PT Raja Grafindo.
- [8]. Imran. (2010). *Pembinaan Guru di Indonesia* [Teacher Coaching in Indonesia]. Jakarta: Pustaka Jaya.
- [9]. Kosasih. 2014. *Strategi Belajar dan Pembelajaran*. [Learning and Learning Strategies] Bandung: Penerbit Yrama Widya
- [10]. Mikarsa, H.L, dkk. (2007). *Materi Pokok Pendidikan Anak di SD Edisi 1* [Basic Materials for Children's Education in Elementary School Edition 1]. Jakarta: Universitas Terbuka.
- [11]. Mulyana, Dedy. 2004. *Metodologi Penelitian Kualitatif* [Qualitative Research Methodology]. Bandung: PT Remaja Rosdakarya.
- [12]. Mulyasa, E. 2007. *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. [Becoming a Professional Teacher: Creating Creative and Enjoyable Learning.] Bandung: Rosdakarya
- [13]. Nana Sudjana 2010. *Dasar-dasar Proses Belajar* [Basics of the Learning Process]. Sinar Baru Bandung
- [14]. Permen PAN dan RB No 16 Tahun 2009. *tentang Jabatan Fungsional Guru dan Angka Kreditnya* [Regulation of Minister of Administrative and Bureaucratic Reform No 16 of 2009 concerning the Teacher Functional Position and Credit Score]. [www.permenpan.no.16.go.id](http://www.permenpan.no.16.go.id).

- [15]. Rivai, Veithzal dan Basri. (2005). *Performance Appraisal: Sistem yang Tepat Untuk Menilai Kinerja Karyawan dan Meningkatkan Daya Saing Perusahaan*. [The Right System to Assess Employee Performance and Increase Company Competitiveness.] Jakarta: Raja Grafindo Persada.
- [16]. Sudjana, Nana. 2005. *Dasar-dasar Proses\Belajar Mengajar*. [Basics of Teaching and Learning Process.] Bandung. Sinar Baru Algensindo.
- [17]. Sudjana, Nana. (1989). *Dasar-dasar Proses Belajar Mengajar* [Fundamentals of Teaching and Learning Process]. Bandung: Sinarbaru.
- [18]. Sugiono. (2012). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. [Educational Research Methods: Quantitative, Qualitative, and R&D Approaches]. Bandung: Alfabeta.
- [19]. Sugiono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. [Educational Research Methods: Quantitative, Qualitative, and R&D Approaches]. Bandung: Alfabeta.
- [20]. Suharno dan Ana Retnoningsih. (2005). *Kamus Besar Bahasa Indonesia [Indonesia Dictionary]*. Semarang: CV. Widya Karya.
- [21]. Sukintaka. (2001). *Teori Pendidikan Jasmani* [Physical Education Theory]. Solo: Esa Grafika.

Ikhsan. " The Analysis of Physical, Sport, and Health Education Teacher Performance at State Senior High Schools Of Aceh Barat Regency in 2018." *IOSR Journal of Sports and Physical Education (IOSR-JSPE)* 6.6 (2019): 28-32.