

## Teacher's Pedagogic Competency In The Process Of Learning Physical Education in Elementary Schools in South Aceh

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### **Abstract:**

**Background:** Pedagogic competence is the ability to manage to learn for students. Learning activities include material preparation, preparation for delivering and discussing material, providing facilities, giving lectures and instructions, solving problems, guiding, directing, and sometimes providing encouragement or motivation. Physical education teachers do not yet understand the concepts and goals of physical education and sports, theory development in learning, and evaluation. Inadequate conditions of sports facilities and equipment in schools have an impact on student-teacher motivation in learning activities so that teachers must be motivated to develop fun and useful learning ideas. for student. learn for students. Learning activities include material preparation, preparation for delivering and discussing material, providing facilities, giving lectures and instructions, solving problems, guiding, directing, and sometimes providing encouragement or motivation. Physical education teachers do not yet understand the concepts and goals of physical education and sports, theory development in learning, and evaluation. Inadequate conditions of sports facilities and equipment in schools have an impact on student-teacher motivation in learning activities so that teachers must be motivated to develop fun and useful learning ideas.for student.

**Materials and Methods:** This study uses a qualitative approach to directly observe the object of research. The data source of this research is physical education teachers from the education office in South Aceh District. Researchers took as many as 30 schools based on the classification of inland, coastal, and urban areas. There are eight schools have teachers of physical education with a background in physical education and 22 schools had a teacher of physical education at the educational background of nonphysical education upbringing coat mani

**Results:** 83.33% of physical education teachers in 25 elementary schools did not meet the passing grade of the Teacher Competency Test. As many as 16.67% of physical education teachers at 5 elementary schools met the passing grade according to the provisions of the Ministry of National Education, namely passing grade 55. In the process of implementing physical education learning, for the initial activities 8 physical education teachers stretched and warmed up, but 22 people other teachers didn't implement. A total of 2 teachers used learning media according to the planned subject matter and as many as 28 teachers did not use learning media by the order of the learning material. In the final activity, 6 teachers followed up on the learning process that had been implemented and 24 teachers did not implement it.

Physical education teachers who have a background in physical education have adequate pedagogical competence. The teacher has been able to identify the characteristics of students well through physical movements that students practice. The teacher can practice the movements according to the material in Physical Education well to students. Also, teachers can carry out the learning process according to the syllabus and evaluate learning outcomes well. While teachers' physical education backgrounds nonphysical education upbringing physically have not shown that the maximum implementation in the learning process. The ability to identify talents, interests, potentials, and learning difficulties of students still needs to be improved. They only carry out the learning process just to fill teacher vacancies. They only allow students to play alone without giving directions.

### **Conclusion :**

The pedagogical competence of physical education teachers with physical education backgrounds at 8 Public Elementary Schools in The South Aceh District has good pedagogical competences. The teacher has been able to identify the characteristics of students well through physical movements that are practiced by students. The teacher can practice the movements according to the material in Physical Education well to students. Meanwhile, teachers with a non-Physical Education background at 22 Public Elementary Schools in South Aceh District have not shown maximum implementation in the learning process.

**Key Word:** Competence Pedagogy, Physical Education Teacher

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## I. Introduction

Teachers are educators, mentors, trainers, and scientists who are seen as the most knowledgeable people (Abdillah, et al, 2020: 207). The program of physical education in schools is an important subject for student growth overall. However, many schools are not serious about implementing it and because the performance of physical education teachers is not optimal. The teachers do not perform well because *the teacher's performance* in carrying out physical education learning is at a low level (Allami et.al, 2017: 64). Salmawati and Tandiyo (2017: 204) illustrate that (1) pedagogical competence contributes sufficiently to the performance of Physical Education teachers at Public Junior High Schools in Pati Regency According to Baan (2012: 2) to be able to do a job, a person must have the ability in the form of knowledge, attitude, and skills relevant to the job. Dartija (2014:54) in carrying out the learning process, most teachers only use existing infrastructure in schools, and without any creativity to prepare non-existent infrastructure by modifying so that the learning material is carried out well. Therefore, it is necessary to conduct a study to determine how the competence of teachers in the implementation of teaching physical education primary schools throughout South Aceh?

Alma (2012: 135) argues that by government regulation number 17 of 2007, the competencies that teachers must possess include; pedagogical competence, personality competence, social competence, and professional competence. Teacher competence is the ability or ability of teachers to manage to learn. The point of emphasis is that the teacher's ability in learning is not what must be learned ( *learning what to be learned* ), teachers are required to be able to create and use positive conditions to bring them into learning so that children can develop their competencies (Saputro, 2018: 70).

Pedagogic competence is the ability of teachers related to the science of educating and managing to learn. The teacher must be able to create a harmonious and responsible learning atmosphere to provide a positive stimulus to students (Triyono, 2014: 117). This competency also includes the ability to evaluate learning outcomes and observe student learning progress (*Quebec Education Program, 2010*). The implementation of learning is related to the management of learning, especially in delivering the subject matter must be carried out in a planned and systematic manner, so that the teaching objectives can be mastered by students. Prastawa and Yanto (2013: 96), pedagogical competence is the ability of teachers related to the science of educating and managing learning which includes the ability to plan teaching and learning programs, carry out interactions or manage the teaching and learning process, and conduct assessments.

Good learning activities will have an impact on the process and effective learning outcomes. Djamarah said on how to achieve learning goals which include the development of the realms of attitudes, knowledge, and skills, it is regulated in the implementation of learning which includes:

1. Preliminary Activities; in preliminary activities, the teacher:
  - a) Setting up of participants students are psychologically and physically to follow the process of learning;
  - b) Study Motivate students are contextually appropriate benefits and applications of subject teaching in the day of life, by giving examples and comparison local, national and international;
  - c) Asking the question as n -This question that relates knowledge previously with the material to be studied;
  - d) Describe the learning objectives or basic competencies to be achieved; and
  - e) Deliver the range of material and description of activities according to the syllabus.
2. Core activities; Core activities use models, methods, instructional media, and sources study that customized with the characteristics of learners and eye p el a distance. Selection of a thematic approach integrated or scientific or inquiry and personally- an ( *discovery* ) and/or learning that produce work based on solving problems (*project-based learning*) adapted to competence and level of education.
  - a) Attitude; by the characteristics of attitude, then one alternative selected is the affection from receiving, run, cherish, appreciate, to practice. All activities on the stage of competence-oriented learning that encourages students.
  - b) Knowledge; knowledge possessed by activity is knowing, apply, analyze to create. Activities characteristic of learning within the domain of the knowledge has different and similar to learning activities in the domain of skills. To strengthen the scientific approach, thematic integrated and thematic very advisable to apply a disclosure-based learning/research (*discovery/inquiry learning* ). To encourage students to produce creative work and contextual, either individually or in groups, suggested use learning approaches that generate based problem ( *project-based learning* ).
  - c) Skills; Skills acquired through activities gaze, ask, try, reasoning, serve, and create. The entire contents of the subject (topics and subtopics) subjects were in Visible must encourage students to conduct the observation process to creation. To realize the skills test e but, it is necessary to conduct a study that applies the learning method based disclosure/research (*discovery/inquiry learning*) and learning that generates based problem (*project-based learning*).
3. Closing Activities; In activities, closed the teacher with student either individual and group reflection to evaluate:

- a) The whole range of activities distance and the obtained hereinafter find direct and indirect benefits of learning that have taken place;
- b) Provide feedback on the learning process and results;
- c) Conduct the activities of follow -up form give an assignment, both individual and group assignments; and
- d) Inform the plan of learning activities to subsequent findings.

Supriyadi (2018: 65) argues that the physical education practice learning process that is carried out can be achieved, so there is a method that is systematically arranged, this method is a method. Methods in physical education are "specific teaching methods that are used in processing knowledge, principles, norms, regulations that apply in sports education or all that is important in the motor learning process to achieve effectiveness in learning.

For the development of pedagogical competencies, some aspects need to be considered, namely harmonious classroom conditions, active roles of teachers and students, as well as complete learning media, and evaluation ( *Quebec Education Program, 2010* ). According to the *Department of Education and Early Childhood Development (2010)*, teachers need to adjust the experience and movement skills of students in the learning process. Good physical education learning, student-centered and emphasizes appropriate learning on learning outcomes and can encourage students to be active (Elaine, 2015). Planning for teaching and learning program is to do teacher has not learned activities. The items that must be prepared include: planning lessons, formulating objectives, describing unit descriptions, designing teaching and learning activities, selecting various learning media and resources, and planning assessments.

## II. Material And Methods

The approach in this study used a qualitative approach that is at right is directly observing the object of research. Qualitative research does not aim to test or prove the truth of a theory. But the existing theory was developed using the data collected. The data source of this research is physical education teachers from the education office in South Aceh District. Researchers took as many as 30 schools based on the classification of inland, coastal and urban areas

**Study Design:** A qualitative research approach

**Study Location:** 30 public elementary schools in South Aceh District based on the classification of inland, coastal, and urban areas.

**Study Duration:** April 2017 to October 2018.

**Research Data Source:** physical education teachers from the education office in South Aceh District. Researchers took as many as 30 schools based on the classification of inland, coastal, and urban areas. Of the 30 schools of research, 8 schools have teachers of physical education with a background in physical education and 22 schools have teachers of physical education with an educational background nonphysical education.

**Data collection technique:**

**Observation technique.** The observations made were the observation of the learning process carried out by the physical education teacher. The **researcher** records/records in both a structured and semistructured way (for example, by asking several questions the researcher wants to know) activities at the research location. Qualitative researchers can also be involved in roles that range from nonparticipants to complete participants

**Interview Techniques.** Researchers can conduct *face to face interviews* (interviews face to face) with the informant, interviewed them by phone, or involved in the *focus group interview* ( *interview* in a particular group) consisting of six informants per group. The interview that was conducted was to discuss the learning process carried out by the physical education teacher

**Documentation technique:** The documentation method in this study is expected to obtain data and archives in the form of physical education learning tools and documentation of learning facilities, the results of teacher competency tests.

### Research Instrument

Indicators for teacher pedagogical competence are:

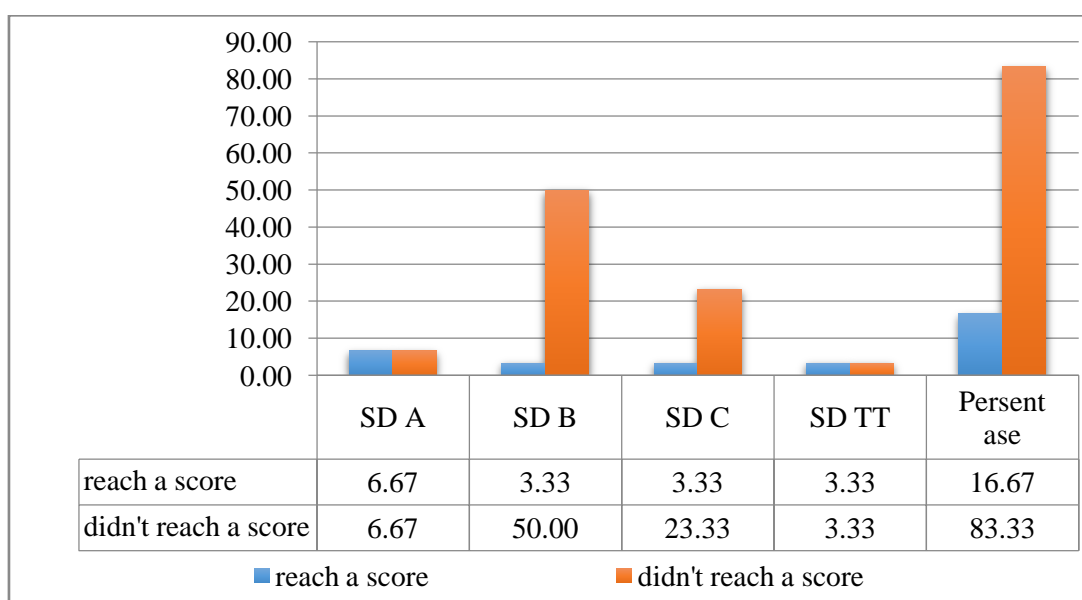
1. Provide equal opportunities to students in mastering learning material
2. Mastering learning material and relating it to everyday life
3. Implementing subject matter according to the prepared curriculum, syllabus, and lesson plans
4. Designing learning activities to bring out the creativity and critical thinking of students
5. Foster good communication and cooperation with students
6. Conduct an assessment and evaluation

**Data analysis**

Analysis of the data in this study the researchers did in several stages, including 1) data reduction; 2) data presentation; 3) drawing temporary conclusions/verification. Steps taken in the data analysis stage, namely the first stage to reduce data that has been collected through observation, interviews, and documentation, after the data is collected then editing or checking the correctness of the data and deleting data that is wrong or unnecessary; the second stage is to present the data with descriptions in the form of graphs or charts; the third stage is conducting data verification or concluding the competence and supervision of physical education teachers in public elementary schools throughout South Aceh district. After the conclusion is drawn, it can be used as a recommendation for teachers, school principals, and supervisors, and *stakeholders* so that it becomes an illustration and a basis for making changes and improving the quality of physical education learning, the competence of physical education teachers in public elementary schools throughout South Aceh Regency.

**III. Result**

The competence of physical education teachers at 30 elementary school in South Aceh based on the 2015 UKG results according to the school accreditation rankings including accreditation A, accreditation B, accreditation C, and schools not accredited, the authors can present in the following bar chart form



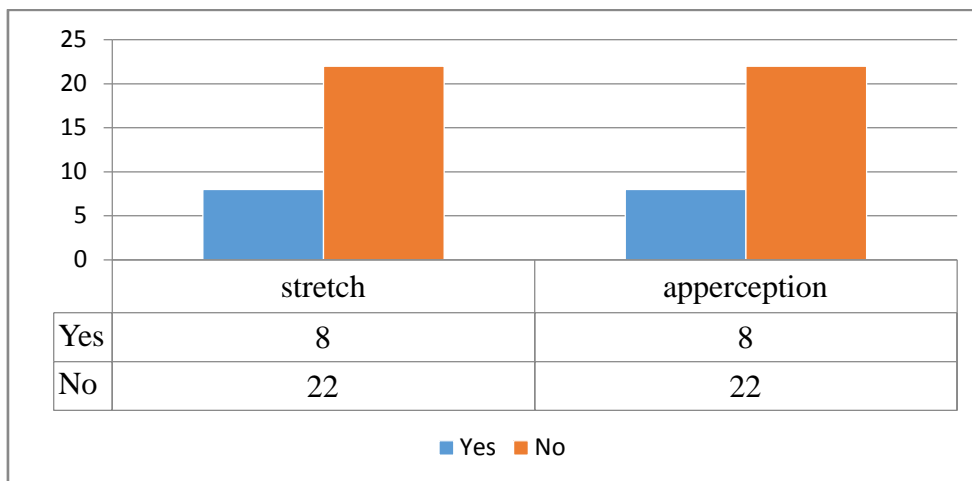
From the results of research documents for physical education teachers, the documents held by physical education teachers in elementary school in South Aceh to support pedagogical competence can be described as follows.

**Table 1. Learning Documents for Physical Education Teachers**

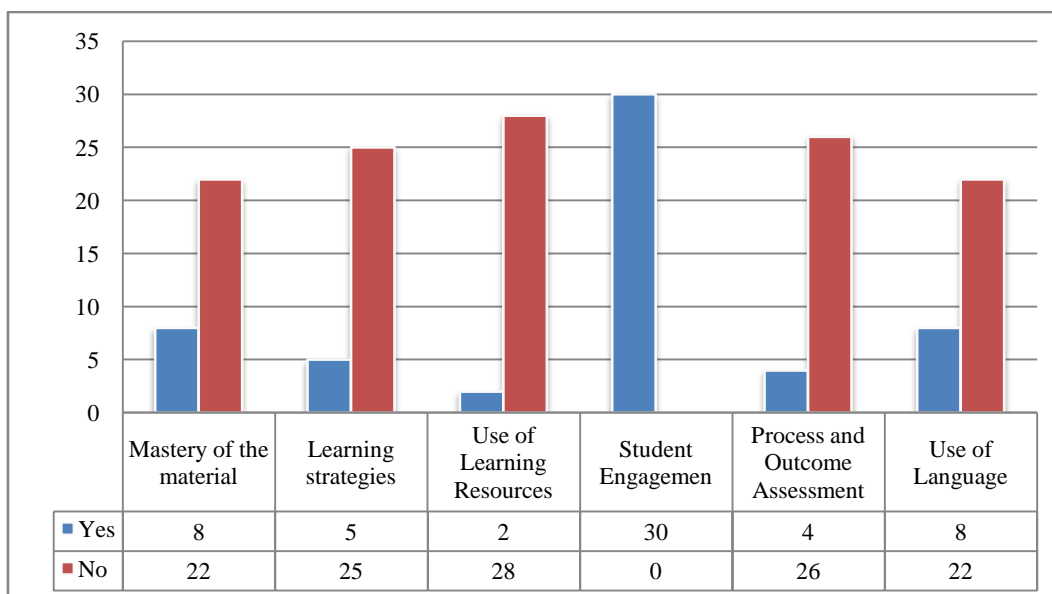
No.	Types of Documents	Information	
		There is	There is no
(1)	(2)	(3)	(4)
1.	Educational Calendar	30	0
2.	Annual Program	8	22
3.	Semester Program	8	22
4.	Syllabus	8	22
5.	RPP	8	22
6.	Schedules	30	0
7.	Daily Agenda	30	0
8.	Score list	30	0
9.	KKM	30	0
10.	Student Absence	30	0

Source: Research data for 2017

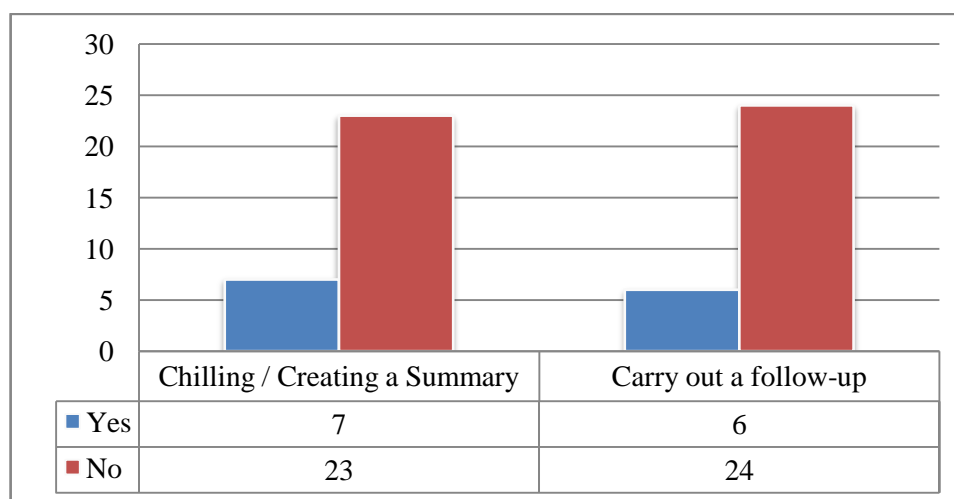
Data from observations, teacher competence related to physical education learning activities in elementary school in South Aceh can be described by researchers through the stages of learning steps which include: initial activities, core activities, and final activities. The initial activity consists of stretching and warming up and apperception. The writer shows this initial activity data in the diagram below.



The core activities consist of indicators of concept mastery, designing learning strategies, use of learning resources, actively involving students, assessment of processes and results, and use of language (Depdiknas, 2004: 9). The author can explain the data from research in the field about the learning process in the core activities in the image below.



The final activity of the physical education learning process consists of several sub-indicators, namely; reflect/make a summary and follow up if the students' understanding of the subject matter is deemed not meeting the minimum completeness criteria. The data on the results of research in the field regarding the final activities in the physical education learning process in elementary school inSouth Aceh can be described in the following bar chart image.



For the validity of the observational data, researchers conducted interviews with physical education teachers and principals in elementary school in South Aceh regarding the pedagogical competence of physical education teachers. Researchers describe the results of interviews with physical education teachers who have a physical education background and non-physical education. Of the 30 schools of research, there are 8 schools have teachers of physical education with a background in physical education and 22 schools had a teacher of physical education at the educational background of nonphysical education upbringing coat mani

Based on the results of the interview above, it can be seen that physical education teachers with physical education backgrounds in eight Public Elementary Schools in South Aceh Regency have adequate pedagogical competence. This can be seen from the results of interviews with teachers and school principals who stated that the teacher was able to identify the characteristics of students well through physical movements that were practiced by students. The teacher can practice the movements according to the material in Physical Education well to students. Teachers are also able to carry out the learning process according to the syllabus and evaluate learning outcomes well. The pedagogical competence of physical education teachers in 22 Public Elementary Schools throughout the South Aceh District has not shown maximum implementation in the learning process. The ability of physical education teachers to master material for non-Physical Education teachers still needs to be improved, considering that the teacher does not have a bachelor's background in physical education and does not have previous knowledge of physical education. For non-Physical Education teachers, the ability to identify talents, interests, potentials, and learning difficulties of students still need to be improved. They only carry out the learning process just to fill teacher vacancies. They only allow students to play alone without giving directions.

#### IV. Discussion

The passing grade achievement of the physical education teacher competency test in Public elementary school in South Aceh illustrates that 83.33% of physical education teachers in 25 elementary schools do not meet the UKG passing grade. As many as 16.67% of physical education teachers at 5 elementary schools met the passing grade according to the provisions of the Ministry of National Education, namely passing grade 55.

In the process of implementing physical education learning, for the initial activity as many as 8 physical education teachers stretched and warmed up, but 22 other teachers did not do it. While doing apperception in the early learning activities, as many as 8 teachers implemented apperception and 22 physical education teachers did not implement apperception. The initial activity is an important step in the learning process of physical education, sports, and health because it is related to the movement activities of students. If the teacher does not warm up in physical education learning, it can have an impact on the occurrence of injury to students in carrying out physical education activities in the form of games and sports at school (Dimiyati, 2010: 47).

The use of resources or facilities is an indicator of the optimal implementation of the learning process (Kurniawan, et al, 2015: 10). A total of 2 teachers used learning media according to the planned subject matter and as many as 28 teachers did not use learning media by the order of the learning material. Involving students in the physical education learning process is carried out by all physical education teachers at public elementary schools in the South Aceh district. The assessment carried out on the learning process and results aims to see the learning outcomes of students in physical education learning, as many as 4 teachers assessed students including the cognitive, affective, and psychomotor domains, while 26 teachers did not assess each learning material, but in do an assessment at the end of the meeting each semester.

The use of good and clear language is one of the factors that determine the students' understanding of the material presented by the teacher (Baharun, 2017: 3). As many as 8 teachers use good and clear language so that students understand more easily the material being taught and as many as 22 teachers cannot use good and clear language in delivering learning material so that the impact on students is not maximally understanding the material presented by the teacher. This is because the teacher who teaches physical education does not have an educational background that is relevant to the subject being taught.

The final activity is an activity that verbally repeats the material that has been implemented so that the teacher can find out the level of understanding of students towards the material that has been taught. After reflection, it is necessary to carry out a follow-up if there are students who have not met the minimum completeness criteria, as many as 6 teachers follow up on the learning process that has been implemented and 24 teachers do not implement

Rafiqoh and Tandiyo (2014: 62) states that physical education is given in every school graduation should pay attention to the basic characteristics present in each of the learners in accordance ages. According to Supriatna and Arif (2015: 67), physical education not only aims to develop children's physical but also all as pitch such as motor development, social and emotional as well. Junaedi (2015: 835) states that the teaching and learning process is said to be effective when educators or teachers try to develop an interesting learning process by always allowing students to be active in cognitive, psychomotor, and affective aspects. The teaching and learning process will also run effectively if it is supported by a learning tool in the form of a good curriculum.

Teaching skills are skills that must be mastered by teachers in guiding students to acquire, change, or develop their skills and knowledge. Before starting the learning process, the teacher should arouse students' interest and curiosity about a problem at hand by providing a variety of stimuli. Teachers' teaching skills must be able to guide students to develop patterns and ways of active learning.

## V. Conclusion

The pedagogical competence of physical education teachers with physical education backgrounds at 8 Public Elementary Schools in the South Aceh District has good pedagogical competences. The teacher has been able to identify the characteristics of students well through physical movements that are practiced by students. The teacher can practice the movements according to the material in Physical Education well to students. Meanwhile, teachers with a non-Physical Education background at 22 Public Elementary Schools in South Aceh District have not shown maximum implementation in the learning process.

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