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Physical Education and Health Teacher Performance Evaluation Instrument

Ali Mardius[1*], Apriyanti Rahmalia[2], Alfiqroam Kumar[3], Ashabul Khairi[4], Enjoni[5], Meiriani Armen[6], Fajar Akbar Hidayat[7]

[12367]Department of Physical Education, Heath, and Recreation, Universitas Bung Hatta, Indonesia
[4]Informatics and Computer Engineering Education, Universitas Bung Hatta, Indonesia
[5] Department of Biology, Universitas Bung Hatta, Indonesia

ABSTRACT
The purpose of this study is to develop a valid, practical, and effective teacher performance evaluation instrument based on professional, personality, and social aspects. This research is a research and development (R&D) study. The model development stages consist of preliminary research, prototyping, expert assessment, content validity estimation using Aiken's V-Coefficient, and inter-observer reliability testing. The practicality and effectiveness testing involved 82 physical education, sports, and health teachers in Padang City. Data analysis was conducted using SPSS 25 statistical software. The results of the data analysis confirmed that the designed instrument has met the criteria for high validity and reliability, making it suitable for use as a measuring tool for the professional performance of physical education, sports, and health teachers. This instrument was developed through systematic stages, starting from literature study, needs analysis, preparation of performance indicators, to field trials involving experts and education practitioners. With this instrument, it is hoped that the process of evaluating the performance of physical education, sports, and health teachers will be more objective, transparent, and can encourage continuous improvement in the quality of learning.

Keywords : Physical Education; Teacher; Performance; Instrument

The author concerned:
*Ali Mardius, Department of Physical Education, Heath, and Recreation, Universitas Bung Hatta, Indonesia
E-mail: alimardius@bunghatta.ac.id

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INTRODUCTION

In the world of education, teachers play a central role as facilitators of learning and character builders of students. Particularly in Physical Education, Sports, and Health (Penjasorkes) subjects, teachers are not only responsible for academic achievement but also for the physical, mental, and social development of students. Therefore, evaluating the performance of Penjasorkes teachers is a crucial aspect in ensuring the quality of learning and the professionalism of educators (Li & Zhang, 2023). Therefore, standardized, valid, and reliable evaluation instruments are needed. These instruments serve as measuring tools to assess the extent to which Penjasorkes teachers carry out their duties in accordance with expected competencies, both in pedagogical, professional, social, and personality aspects (Öncen & Tanyeri, 2020; Rocliffe et al., 2023;Baumgartner et al., 2020; Chen et al., 2014; Ho et al., 2021).

Physical Education and Health teachers have unique characteristics compared to teachers of other subjects. They are required to possess excellent physical abilities, motor skills, and in-depth knowledge of sports and health. Therefore, their performance evaluation instruments must be able to comprehensively capture these dimensions.(C. Wang et al., 2023). The development of performance evaluation instruments for physical education teachers aims to provide an objective picture of the quality of learning provided, as well as a basis for coaching, professional development, and improving the quality of physical education in schools (Wei et al., 2023). This evaluation can also be used as a consideration in promotions, awards, and managerial decision making. (Boonsem & Chaoensupmanee, 2020; Yu, 2021).

Physical Education and Health teacher performance evaluation instruments generally include several key components, such as lesson planning, physical activity implementation, classroom and field management, student learning outcome assessment, and involvement in extracurricular activities. Additionally, professional ethics and interpersonal relationships are also important aspects of the assessment.(Li & Zhang, 2023). Teacher performance evaluation can be conducted through various methods, such as direct observation, interviews, questionnaires, and document analysis. This combination of methods aims to obtain accurate and comprehensive data. In the context of physical education and health, observing teaching practices in the field is a highly relevant and effective method (Z. Chen & Luo, 2023).

Principals and education supervisors play a strategic role in implementing teacher performance evaluations. They act as assessors and coaches, providing constructive feedback (Sunaryo, 2020). Therefore, they must be equipped with adequate understanding of the characteristics of Physical Education and Health learning and the evaluation instruments used (Werdiningsih, 2024). Physical Education and Health teachers also need to be actively involved in the evaluation process, including planning, implementation, and reflection. This involvement will foster a sense of ownership in the evaluation process and encourage teachers to continuously improve their teaching practices (Li & Zhang, 2023).

Despite its importance, implementing performance evaluations for physical education and health teachers is not without challenges, such as time constraints, assessor subjectivity, and a lack of instruments appropriate to the local context. Currently, Padang City does not have an instrument for evaluating the performance of physical education and health teachers (H. Wang et al., 2022). This problem has become a concern for researchers to create a performance instrument to determine the performance of physical education and health teachers in Padang City. Previously, a teacher performance instrument was developed by Retnowati, T. H., et al., where the performance instrument was developed in four aspects, namely (1) performance in teaching, (2) performance in research, (3) performance in PPM, and (4) teacher capacity (Retnowati et al., 2017).

Based on the above problems, the solution offered in this study is to measure the performance of Padang City Physical Education and Health teachers in the field of teaching from the perspective of 1) professional (a) Quantity of work: The amount of work done in a specified time period, (b) Quality of work: The quality of work achieved based on the requirements of suitability and readiness, (c) Job Knowledge: The breadth of knowledge about the job and skills, (d) Creativeness: The originality of ideas that arise from actions to solve problems that arise, (e) Initiative: The enthusiasm to carry out new tasks and in increasing one's responsibilities. 2) social (a) Cooperation: Willingness to cooperate with others (fellow members of the organization), (b) Dependability: Awareness and can be

trusted in terms of attendance and completion of work on time. 3) personal a) Personal Qualities: Concerning personality, leadership, friendliness, and personal integrity. Therefore, it is necessary to develop adaptive and contextual instruments, as well as training for assessors. With the existence of appropriate and effective performance evaluation instruments, it is hoped that the quality of Physical Education and Health learning can improve significantly.

METHOD

This research uses a Research & Development model consisting of quantitative data and qualitative data (Creswell & Creswell, 2018). Quantitatively, this study used a One-Sample Statistics design to investigate the effectiveness of the instruments used during testing. The post-test allows for the interpretation of the effectiveness of the intervention on the sample using the teacher performance evaluation instrument that has been developed (Cohen et al., 2017).

The target population in this paper is public and private high school teachers in Padang City. Based on data taken from the Secondary Education Division of the Padang City Education Office, the number of high school teachers in Padang City, including civil servants (PNS), foundation teachers, and honorary teachers, is 140 people. Sampling in this study uses a quantitative phase, namely using a probability sampling technique, which involves "selecting a large number of elements from the population randomly so that each member of the population has the possibility of getting the opportunity to be sampled." (Teddlie C, 2007). Random selection ensures that these findings about the sample will generalize to the population (Bernard HR, 2010). The researchers purposively selected the first empirical stage to conduct tests on 82 of the population as research samples.

The research instruments used to collect data were validity assessment, practicality assessment, and effectiveness assessment. Validity analysis used a Likert scale. Furthermore, data distribution was tested using the Kolmogorov-Smirnov test to assess practicality and product effectiveness (Varma, 2006). Internal consistency is measured through ICC, intraclass correlation coefficient is considered to indicate acceptable internal consistency, 0.7 - 0.9 as good internal consistency > 0.90 as very good internal consistenc (George, D., & Mallery et al., 2003).

First, data analysis facilitates researchers in theologically searching, organizing, synthesizing, and converting data from questionnaires, interviews into manageable elements and assists researchers in understanding the phenomena under investigation. (McMillan J, 2006; Mouton J, 2002). Second, all data were analyzed using IBM SPSS software. Significance was determined at the $p < 0.05$ level.

RESULTS AND DISCUSSION

The results of this study formulate a performance evaluation instrument for physical education and health teachers. Several tests were conducted, including validity, practicality, and effectiveness. The results are presented as follows:

Validity of the Physical Education and Health Teacher Performance Evaluation Instrument

Validity assessment was conducted by testing the validity of content, construction, and language. Product validation was presented in written form by seven experts and discussed until they agreed that the developed Physical Education and Health Teacher Performance Evaluation Instrument was valid, as shown in Table 1.

Table 1. Physical Education and Health Teacher Performance Evaluation Instrument

Research Aspects (Product)	Component	Score (V Aiken)	Intra-observer Reliability	Description
Professional	Construct	0.89	1 (ICC)	Very high
	Content	0,85	1	Very high
	Language	0,88	1 (ICC)	Very high
Social	Construct	0,82	1	Very high
	Content	0,81	0,92	Very high
	Language	0,89	1 (ICC)	Very high
Personal	Construct	0,87	1 (ICC)	Very high
	Content	0,84	1	Very high
	Language	0,89	1 (ICC)	Very high

Notes; ICC, intraclass correlation coefficient.

Practicality Test of Physical Education and Health Teacher Performance Evaluation Instrument

For the practicality stage, a product trial was disseminated to selected teachers, namely teachers who attended the FGD/socialization about the teacher performance evaluation instrument being developed. Researchers conducted a trial of the instrument with teachers as a product trial site with 18 test subjects. The large-scale trial was conducted for approximately one month, namely in June and July 2025. During the product testing process, several teachers stated that it was good and responded positively to the instrument being developed towards improvement.

The purpose of conducting extensive product trials with teachers was to assess the practicality of the products that had been designed and developed. To assess these practicality, researchers asked teachers to complete a usability questionnaire. The results of the instrument trials are as follows.

Table 2. Practicality (Usability) of Teacher Performance Evaluation Instruments

Initials	Statement Item No															Amount	Achievement (%)	Interpretation
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
IH	4	5	5	5	5	5	5	5	5	5	5	5	4	4	4	71	89	Very Practical
YN	4	5	4	5	5	5	4	5	5	5	5	5	5	5	5	72	90	Very Practical
FD	5	5	5	5	5	5	5	5	5	4	5	5	5	4	5	73	91	Very Practical
RH	4	4	4	4	4	5	5	4	5	4	5	5	4	5	5	67	84	Very Practical
IF	5	5	5	5	5	5	4	5	5	4	5	4	5	5	4	71	89	Very Practical
GA	5	5	5	5	4	5	5	5	5	4	5	5	4	4	5	71	89	Very Practical
MA	5	5	5	5	5	5	5	4	5	5	5	4	4	5	4	71	89	Very Practical
FA	4	4	5	5	5	5	4	5	5	5	5	5	5	5	5	72	90	Very Practical
IS	4	5	5	5	5	5	4	4	5	5	5	5	5	5	5	72	90	Very Practical
HG	4	4	4	5	4	5	5	5	5	4	5	5	4	5	5	69	86	Practical
RH	4	4	5	4	4	5	5	4	4	4	5	4	5	4	5	66	83	Quite Practical
DF	4	5	5	5	5	5	4	5	4	5	5	5	5	5	5	72	90	Very Practical
AM	5	4	5	5	4	5	5	5	5	5	5	4	5	5	5	72	90	Very Practical

Initials	Statement Item No															Amount	Achievement (%)	Interpretation
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
HD	4	5	5	4	4	4	5	5	5	5	5	5	4	4	4	68	85	Practical
ZW	4	4	4	5	5	4	5	5	5	4	5	5	5	5	5	70	88	Practical
FR	5	5	5	4	5	5	5	5	5	5	5	5	5	4	5	73	91	Very Practical
SB	4	5	5	4	4	5	4	5	4	4	5	4	5	5	5	68	85	Practical
FA	5	4	5	4	4	5	5	4	5	5	5	4	5	5	5	70	88	Practical

The table data above shows that, of the 22 teachers who were given a questionnaire assessing the usability (practicality) of the teacher performance evaluation instrument, 2 teachers assessed it with a fairly practical interpretation, 5 teachers assessed it with a practical interpretation, 11 teachers assessed it with a very practical interpretation. The average value of usability (practicality) was 88% with a Very Practical interpretation.

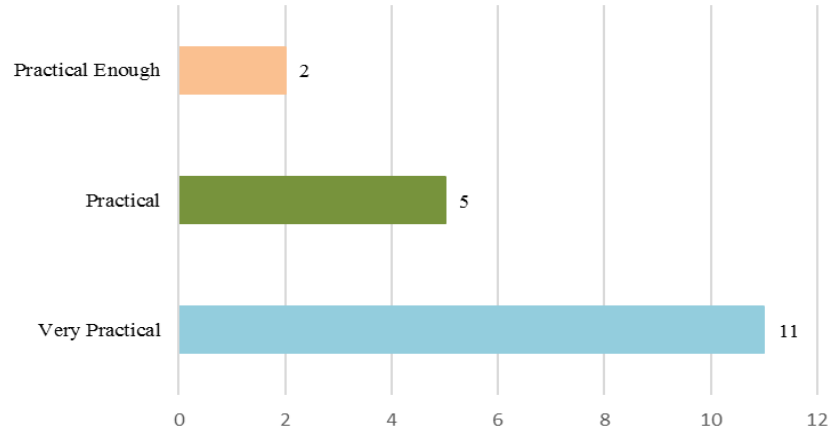

Figure 1. Usability (practicality) of teacher performance evaluation instruments

Effectiveness Test of Physical Education and Health Teacher Performance Evaluation Instrument

In order to determine the effectiveness of the standardized teacher performance evaluation instruments, the researcher conducted a mean difference test or t-test of the mean value in the extensive trial stage. The researcher proposed the following operational hypothesis:

H1 =The average value of the trial results of the teacher performance evaluation instrument is greater than 80

H0 = The average value of the results of the trial of the teacher performance evaluation instrument is equal to 80.

Table 3. One-Mean Difference Test of Area Trial

	N	Mean	Std. Deviation	Std. Error Mean
Postes_	18	84,94	9,258	2,182

Table 4. One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Postes_	38,929	17	,000	84,944	80,34	89,55

The average value was found to be 84.94 with a standard deviation of 9.26 exceeding the estimated average value (value 80). The t-count value was 38.93 while the t-table value df (n-1) = 17 with alpha 0.05 = 1.734. Thus, it can be interpreted that the t-count value > from the t-table (38.93 > 1.734) with the conclusion H1 which says using the teacher performance evaluation is greater than the value of 80 can be accepted. Referring to the interpretation table found by Ridwan (2005), the average value of the achievement value using advanced teacher performance evaluation instruments is 85.42, which is rounded to 85 in the interval 81 - 100 with a very effective interpretation.

Discussion

Several research results related to teacher performance assessment. Research conducted by Yusrizal, Y. (2017) looked at seven factors in teacher performance assessment: (1) lecture planning, (2) implementation of learning activities, (3) mastery of material, (4) learning strategies, (5) mastery of methodology, (6) classroom management, and (7) communication with students, discipline, and evaluation of teacher learning outcomes. In addition, previous literature identified personal and contextual factors that can influence academic performance [7,8,9] (Bedenlier et al., 2020; Lam et al., 2012; Subotzky & Prinsloo, 2011; Zhoc et al., 2019). Teacher performance is influenced by the teacher themselves (personal factors) and the context in which they learn (contextual factors). These factors can be developed to develop teacher performance measurement instruments. This relates to the socio-critical model and framework for viewing teacher academic performance by focusing on intra-personal and interpersonal factors of teachers and the academic and non-academic social elements (Subotzky & Prinsloo, 2011).

In other studies, it is also seen that accounting education has explored contextual factors, such as pedagogical approaches, and personal factors, such as learning approaches, personality differences, motivation, locus of control and communication skills, and their impact on academic performance (Almuntsr et al., 2024; Apostolou et al., 2018; Coetzee et al., 2014; Ncongwane & VanOordt, 2017; Papageorgiou & Callaghan, 2018). This research focuses on the professional, personality, and social (contextual interaction) aspects between teachers and students, and links these to academic performance. This is an interesting area of study because it is considered a crucial element in understanding the quality of teacher performance (Cardoso et al., 2011). The influence of these factors on academic performance has not been previously tested in the context of high schools, which has historically not been done in Padang City. This study standardizes an instrument to measure teacher performance, starting from teacher professionalism, social skills, and teacher personality, three of the four competencies possessed by teachers are the main focus in this instrument.

Professionalism, personality and social have been identified as combining specialist knowledge, autonomy and service and a commitment to career-long learning (Arthur, 2009). Although the concept of professionalism, personality and social shifts from concrete things (Hanlon, 1998), It can be said that the competence of teacher performance is seen from a professional perspective. Their work involves a high level of expert knowledge. Their autonomy is linked to academic freedom, and, within an agreed framework, teachers also have individual autonomy in what and how they teach and research. They provide a service to their students, their community of practice, and society as a whole, by expanding knowledge and understanding (Hoecht, 2006), supported by professional, personal and social ethics (MacFarlane, 2001). heir work requires a

continuous focus on learning, through the development of their own and others' knowledge and skills (Žydžiūnaitė & Daugėla, 2020).

Based on the explanation above, it is clear that there are various values and assumptions that allow teachers to understand performance contextually. Although this is a small-scale study, which may not be ignored, it highlights the professional, personal, and social aspects of measuring teacher performance that are less highlighted in the literature. Understanding more about teachers' constructions of teacher performance evaluation in learning, this study produces an instrument that has validity, reliability, practicality, and effectiveness that focuses on teacher work performativity. This aims to find teacher performance in teaching. Therefore, the development of this teacher performance instrument is in accordance with the results found by Arthur, L. That some teachers feel that the teacher performance evaluation instrument used is not helpful in improving their professional, personal, and social skills, because the instrument has not touched on the professional, personal, and social aspects in schools (Arthur, 2009). Therefore, the formulated instrument becomes an important part in determining teacher performance, especially for physical education and health teachers.

CONCLUSION

The results of the Physical Education, Sports, and Health Teacher Performance Evaluation Instrument test indicate that the instrument has high validity and reliability, making it suitable for use as a tool to measure teacher performance in the field of physical education, sports, and health. Based on data analysis, each indicator in the instrument is able to represent important aspects such as lesson planning, implementation of active learning activities, and evaluation of student learning outcomes. Furthermore, field trials revealed that this instrument can be applied practically and consistently at various levels of education, and provides an objective picture of the professional competence of Physical Education, Sports, and Health teachers. These findings support the use of the instrument as a basis for improving the quality of learning and continuous teacher professional development.

CONFLICT

There are no conflicts of interest in conducting this research, whether financial, personal, or professional, that could affect the results and objectivity of the study.

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