



Trends of Physical Education Teachers' Motivation in Performing Teaching Assignments

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ABSTRACT

Education has an important role in improving the quality of human resources in Indonesia. This educational activity must be carried out continuously in order to produce quality human beings and have reliable abilities in order to face increasingly fierce competition in the future. The aim of the research is to find out the teacher's motivation which has not been maximized, especially in terms of student learning at the elementary school education level, which is suspected to still not meet good service and quality standards. The method used is descriptive method with a quantitative approach, the population in this study were physical education teachers in Sukahaji District, Majalengka Regency, totaling 25 people. The sample used in this study was physical education teachers who had an undergraduate degree totaling 15 teachers. From the results of data analysis, it was found that the physical education teacher's motivation variable was 79.1333 with a standard deviation of 9.97043. The teaching ability variable obtained a mean of 69.000 with a standard deviation of 7.54037. The regression equation line $Y = 15.779 + 0.673X$. These results indicate that it can be interpreted that if the motivation of physical education teachers is good or increases, their teaching abilities will be good or increase as well.

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INTRODUCTION

In general, the quality of teacher competence in Indonesia is still not in line with expectations, in terms of educational qualifications, currently, out of 2.29 million new teachers, around 51 percent or more have a bachelor's degree, the rest have not had a bachelor's degree, only 2 meet the certification requirements. .06 million or around 70.5 percent and the rest are around 861,670 teachers or more who have not met the certification requirements (Nadar et al., 2021), indeed there are many things that must be



addressed, this government does not periodically conduct education and training for teachers -teachers, even though training needs to be carried out periodically to improve teacher abilities and competencies(Suryana, 2020).

The perceived low academic and non-academic achievement of students is something that we often encounter, complaints from students and parents as a result of the readiness and ability of educators who have not been maximized in carrying out teaching and learning process activities are also felt to be very low, developing, managing and providing services Less than optimal technical skills in the field of education are rarely found (Tsabitah & Fitria, 2021), for example found in the field (a) The Lesson Implementation Plan (RPP) obtained turns out to be a difference between what is written and what is implemented in class, (b) In carrying out Evaluation or Assessment, teachers generally use written tests, so the tests are only oriented to the cognitive domain without paying attention to other factors (Efimova et al., 2021). From the results of monitoring and evaluation and supervision carried out by supervisors at the education unit level, it was said that the eligibility of teachers in educating students in the teaching and learning process in Majalengka Regency was around 48%, Teacher Competency Test Results obtained an average score of 45-55 which was obtained by elementary school teachers in Majalengka Regency.

The government as the education policy holder should make a big contribution in the success of the education program (Indrayogi et al., 2021). There are at least nine weak points in educational applications in Indonesia, including (1) the focus of education on cognitive aspects; (2) The evaluation pattern leaves behind a creative, imaginative, innovative mindset (3) the education system shifts to teaching; (4) Less interest and talent development in students; (5) the culture of pursuing titles (6) Practical and theoretical activities are not balanced; (7) Does not involve all stake holders, community, educational institutions and government; (8) The teaching profession is merely a scientific profession, not humanity and (9) Multidimensional national problems and the government's weak political will (Rosyada et al., 2021).

To improve the quality of education is influenced by many factors, such as the quality of educational input, the quality of educational resources, the quality of teachers and education managers, the quality of the learning process, the examination system and quality control, as well as the ability to manage education to anticipate and handle various educational influences (Rubin & Soboleva, 2021). Education has an important role in improving the quality of human resources in Indonesia. This educational activity must be carried out continuously in order to produce quality human beings and have reliable abilities in order to face increasingly fierce competition in the future (Stukalo & Lytvyn, 2021).

As a profession whose responsibility is in the learning process, teachers need basic skills in order to improve the quality of education, so they are required to have a number of competencies and sufficient experience so that the learning process can run well (Mahat et al., 2019). The teacher's attitude and behavior in teaching will affect students' learning, the teacher's behavior will influence student behavior and continuously react to

attitudes, values and personality. so that the teacher-student relationship is something that cannot be avoided from educational and teaching activities (Yin, 2021).

From the description above, according to the researcher's temporary observations, it is known that there is teacher motivation that has not been maximized, especially in terms of student learning at all levels of education, including elementary schools, which should be suspected to still not meet service standards and good quality, including marked implementation of learning that has not been optimal by identifying among others (1) Have not mastered the characteristics of students related to aspects of physical, intellectual, social-emotional, moral, and socio-cultural background; (2) Ignorance of student personality, (3) Have not mastered the theory and principles of learning as well as learning that educates and communicates with students, (4) Has not conducted continuous assessment of learning processes and outcomes; (5) Has not yet evaluated the effectiveness of learning outcomes and processes; (6) Have not used the information from the assessment and evaluation results to design remedial and enrichment programs; (7) Have not carried out potential identification of students; (8) Has not facilitated the potential development of students; and (9) Has not provided opportunities for students to actualize their potential, which in turn has an impact on low academic and non-academic achievements achieved by students in various competitions and achievements both in regional and national level.

Various steps have been taken by both the central and regional governments to improve teacher performance, including holding trainings, improving educational qualifications, teacher professional certification, career development and improving teacher welfare through various allowances that are expected to help improve teacher competence ideally. have not been able to improve teacher competency (Rosyada et al., 2021).

Resource management is a series of human resource management activities that focus on practices and policies as well as management functions to achieve goals. Education and training is one of the strategies to improve skills and appropriate efforts and business plans to facilitate the design of relevant skills, knowledge and attitudes by members of the organization (Akareem & Hossain, 2016). These competences and skills can be obtained through training, Strength of knowledge and motivation(Huang et al., 2020).

Through training activities, teachers are expected to increase their skills, insights, increase performance more effectively and efficiently, with their knowledge they will work more professionally and effectively. Effective and professionally competent teachers have the following characteristics: (1) have the ability to create a climate conducive work, (2) the ability to develop learning strategies and management, (3) have the ability to provide feedback and reinforcement and (4) have the ability to improve oneself (Kong, 2020).

This problem is still relevant for research, especially for elementary schools in the Majalengka region where it is hoped that student achievement in various competitions can show encouraging achievements. Teacher motivation is an indispensable part of increasing student achievement (Yalçinkaya et al., 2021), through good motivation it is hoped that it

can increase and be able to encourage the achievement of elementary school students in the Majalengka Regency area.

MATERIALS AND METHODS

The method used in this research is descriptive analytic (DeCuir–Gunby, 2011). In this study, the design used by the author is correlation and regression analysis, to determine the level of relationship between one variable and another. To obtain the necessary data, as part of the regression design, the researcher used a quantitative method by distributing questionnaires to respondents. The research sample consisted of 15 PNS physical education teachers in the Sukahaji District. The main data collection technique in this study used the questionnaire or questionnaire method. The questionnaire instruments were handed over to physical education teachers in Sukahaji Majalengka District, Majalengka Regency from September 14 to September 26 2022 at 09.30 to 12.30 WIB in each of the elementary schools that were sampled. Questionnaire instruments were submitted during teaching breaks. Supporting data collection techniques, especially population and sample data, is a documentation study. Documentation studies are used to obtain data on the size of the population and research sample. The documentation study was used to obtain data on the number of Physical Education teachers in Sukahaji District, Majalengka Regency.

RESULTS AND DISCUSSION

Result

Based on the results of collecting data from the results of the questionnaire answers, the researcher can describe as follows

Table 1. Questionnaire Answer Data

No	Name	Motivation to Become a Teacher	Teaching ability
1	G1	93	78
2	G2	90	76
3	G3	95	80
4	G4	88	77
5	G5	77	67
6	G6	70	76
7	G7	76	64
8	G8	72	77
9	G9	76	64
10	G10	80	67
11	G11	90	77
12	G12	71	60
13	G13	67	65
14	G14	63	56
15	G15	79	79

The results of the descriptive statistical analysis of the variable motivation to become a teacher and teaching ability can be seen in Table 2 below:

Table 2. Results of Descriptive Statistical Analysis of Research Variables Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviaton
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
X	15	32	63	95	79.1333	2.57435
Y	15	24	56	80	67	1.94691
Valid N (listwise)	15					

Based on Table 2 above, it can be explained that the variable motivation to become a teacher obtained a mean of 79.1333 with a standard deviation of 9.97043. The teaching ability variable obtained a mean of 69,000 with a standard deviation of 7,54037. In detail with the description of the frequency distribution of each variable is explained as follows. Variable ability to teach the research instrument items as many as 20 questions with 5 choices, so that the item scores can be determined as follows:

$$\begin{aligned}
 \text{High Score } 5 \times 20 &= 100 \\
 \text{Lowest Score } 1 \times 20 &= 20 \\
 \text{Range} &= 80 \\
 \text{Interval} = 80 : 5 &= 16
 \end{aligned}$$

The detailed description of the motivation to become a teacher based on the absolute criteria that has been set can be seen in Table 3 as follows.

Table 3. Description Motivation to become a teacher

No.	Interval	Criteria	Frekuensi	Percentage
1	68 –80	Very Good	0	0%
2	55 –67	Good	8	53%
3	42 –54	Quite Good	6	40%
4	29 –41	Not Good	1	7%
5	16 –28	Poor	0	0%
Total			15	100

Based on Table 3 above, it can be explained that the motivation to become a teacher according to the perceptions of physical education teachers in Sukahaji District was successively very good 7%, good 60%, quite good 33%, and 0% which was not good enough. Meanwhile, the mean or average score is 79.1333 which is located at the interval 68 – 83 in the good category. Thus the motivation to become a teacher according to the perception of physical education teachers in Sukahaji District is good. The results of the descriptive analysis when described as follows:

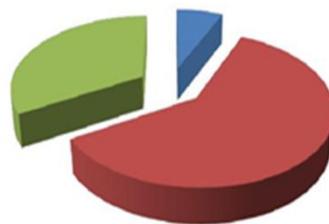


Figure 1. Percentage description of motivation to become a teacher

Description of teaching abilities

Variable ability to teach the research instrument items as many as 16 questions with 5 choices, so that the item scores can be determined as follows:

$$\begin{array}{lcl} \text{High Score } 5 \times 16 = 80 & = & 80 \\ \text{Lowest Score } 1 \times 16 = 16 & = & 16 \\ \text{Range} & = & 64 \\ \text{Interval} & = & 64:5 = 12.8 \end{array}$$

The detailed description of teaching abilities based on normative criteria can be seen in Table 4 as follows:

Table 4. Description of teaching ability

No.	Interval	Kriteria	Frekuensi	Persentase
1	84 –100	Very Good	1	7%
2	68 –83	Good	9	60%
3	52 –67	Quite Good	5	33%
4	36 –51	Not Good	0	0%
5	20 –35	Poor	0	0%
Total			15	100

Based on Table 4 above, it can be explained that the ability to teach according to the perceptions of physical education teachers in Sukahaji District was successively very good 0%, good 53%, quite good 40%, not good 7%, and those who said it was not good, none. Meanwhile, the mean or average score of 67,000 is obtained which is located at the interval 55 – 67 in the good category. Thus the teaching ability of physical education teachers in Sukahaji District is good. The results of the descriptive analysis when described in the form of a pie chart can be seen in Figure 2 below:



Figure 2. Description of the percentage of teaching ability

In analyzing the use of regression, first tested the requirements of the variables studied. The requirements test in question is that before the data is finally analyzed for hypothesis testing, the normality level is tested first by using the Kolmogorow Smirnov Goodness of Fit Test analysis. The summary of the analysis results can be seen in Table 5 below:

Table 5. Data Normality Test Results for Variable Ability to teach
One-Sample Kolmogorov-Smirnov Test

		Y
N		15
Normal Parameters ^{a,,b}	Mean	69
	Std. Deviation	7.54037
Most Extreme Differences	Absolute	0.205
	Positive	0.205
	Negative	-0.157
Kolmogorov-Smirnov Z		0.792
Asymp. Sig. (2-tailed)		0.557

a. Test distribution is Normal.

b. Calculated from data.

Based on the output of the one sample Kolmogorow Smirnov Goodness of Fit Test, a sig (significance) value of 0.557 = 55.7% is obtained and greater than 5% or (55.7% > 5%), the null hypothesis is accepted and thus the dependent variable is normally distributed . The results of this requirement test are sufficient to analyze with regression analysis as a requirement. Furthermore, based on the P-Plot graph, the data spreads around the diagonal line and follows the direction of the diagonal line, so that the regression model meets the assumption of normality. The complete and detailed can be seen in Figure 3 below:

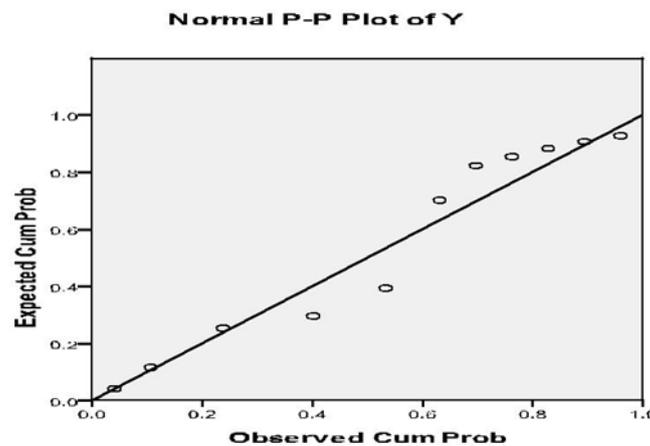


Figure 3. P-Plot of Normality Test Results

Table 6. Independent Variable Data Normality Test Results
One-Sample Kolmogorov-Smirnov Test

N		15
Normal Parameters ^{a,,b}	Mean	79.1333
	Std. Deviation	9.97043
Most Extreme Differences	Absolute	.146
	Positive	.132
	Negative	-.146
Kolmogorov-Smirnov Z		.567
Asymp. Sig. (2-tailed)		.905

a. Test distribution is Normal.

b. Calculated from data.

Based on the output of the one sample Kolmogorow Smirnov Goodness of Fit Test, the sig (significance) value for the independent variable is obtained successively $0.905 = 90.5\%$ or $(90.5.0\% > 5\%)$, and 90.5% and greater than 5% then the null hypothesis is accepted and thus all independent variables are normally distributed.

The Heteroscedasticity Test determines that the residuals should not be related to each other. The disturbance of the test will depend on the selected value of the explanatory variable which is a constant number equal to the variance. This is actually an assumption of homoscedasticity, or equal variance. The results of heteroscedasticity can be seen in Figure 4 below:

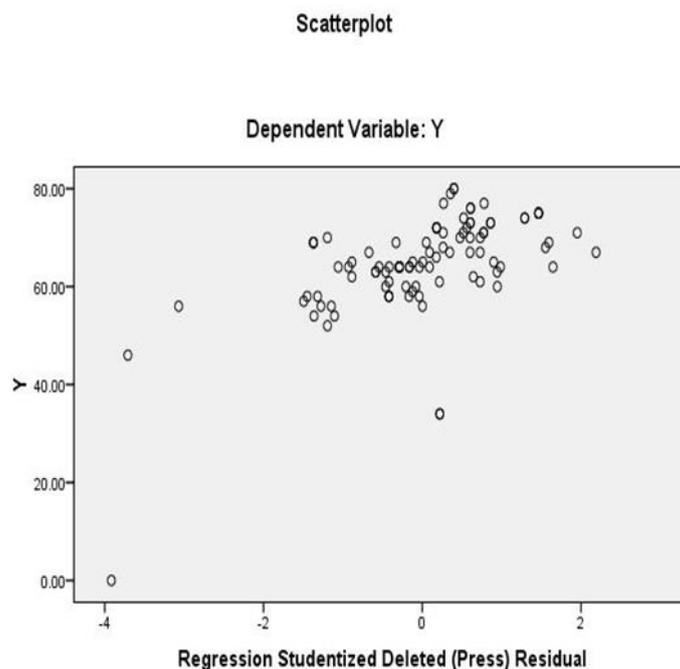


Figure 4. Heteroscedasticity Test

To test the magnitude of the influence of motivation to become a madrasa head teacher on teaching ability partially used simple linear regression analysis. Before determining the magnitude of the influence of the variable motivation to become a teacher on teaching ability, it will first be analyzed regarding the closeness of the relationship between the two variables. Based on data analysis regarding the correlation coefficient, a correlation coefficient of 0.866 is obtained and this coefficient is positive. This shows that if the motivational competence of being a teacher increases or is good then the ability to teach will also increase. The model of the relationship between motivation to become a teacher and teaching ability is significant, this is indicated by the magnitude of the test value $t = 17.058$ which is greater than the t table alpha 0.05 ($df = 100$) of 1.645 . The results of the t -test for this simple regression model can estimate the teaching ability which is determined by the motivation to become a teacher.

In this study, a difference test was carried out. Based on the results of the research above, the empirical average and the average hypothesis used can be concluded that the hypothesis for determining the intensity (high and low) of this study is accepted, that is,

there is a relationship between the research variables studied, and the motivation of education teachers body by using the Z-Test. Z-test results of the motivation variable tend to carry out tasks well in physical education teachers. Physical education teachers in carrying out tasks = 21.284 at the significance level (p) = in Sukahaji District. That is, the higher 0.000 Significant. Empirical mean = 84.551, and work motivation of physical education teachers, then the mean hypothesis = 67.500 ($RE > RH$). This means, the tendency of physical education teachers in the work motivation possessed by physical education teachers will be higher. Likewise included in the high or positive category.

The thing that is considered to be the cause of the high motivation of teachers in carrying out their duties, physical education teachers try to work to provide good educational services to students. This relationship is also linear, this is explained by the results of the F test through computer output Sig 0.000 < 0.05. It can also be said that the regression model is a model that can estimate teaching ability, namely the effect is positive and significant. The positive and significant influence of the variable motivation to become a teacher on teaching ability is as follows:

Table 8. Results of simple regression analysis
ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	629.500	1	629.500	49.150	.000 ^a
	Residual	166.500	13	12.808		
	Total	796.000	14			

Predictors: (Constant), X

a. Dependent Variable: Y

The magnitude of the influence of motivation to become a teacher on teaching ability can be seen as follows:

Table 9. The positive and significant influence of motivational variables to become teachers
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.889 ^a	.791	.775	3.57878

a. Predictors: (Constant), X

Based on the computer output above, it can be explained that an R square value of 0.791 is obtained. This means that the motivational variable to become a teacher influences performance by 79.1%, and the remaining 19.9% is determined by other causes outside the regression model.

Discussion

The results of the descriptive analysis show that the motivation to become a teacher is in the very good category of 7%, and both 60% get a mean or an average score of 79.1333 which lies in the interval 68-83. However, there are still students whose motivation is in the sufficient category at 33% and who show that they are not optimal in choosing the teaching profession as the foundation of life, according to the results of data from physical education teachers in Sukahaji District who perceive.

The influence of motivation to become a teacher on teaching ability shows a positive and significant regression coefficient. This means that if there is a change in motivation to become a teacher, it will show a change in teaching ability in the same direction (Efimova et al., 2021). Teachers have a heavy responsibility in their schools related to the management of human resources, namely students who are given lessons. This means that if the motivation to be a teacher is good, the teaching ability will increase (Zhang et al., 2021). In accordance with the opinion of psychologists defining motivation as a process within an individual that is active, encourages, provides direction, and maintains behavior at all times (Guo et al., 2019). Motivation is also interpreted as the influence of needs and desires on the intensity and direction of one's behavior (Hyseni Duraku & Hoxha, 2021).

Based on the results of multiple regression analysis, the regression equation line is $Y = 15.779 + 0.673$. These results indicate that this positive sign is in accordance with the theory and can be interpreted that the motivation to become a teacher is good or increases, the ability to teach will also improve or improve. The results of the regression line equation can also be interpreted as follows:

- a. This constant with a positive sign indicates that if the independent variable does not exist, then the teacher's ability is 15.799.
- b. If the motivation variable to become a madrasa head teacher increases by one point, teaching ability will increase by 0.673.

Included in intrinsic motivation to learn include: a) the urge to be curious and want to investigate the wider world; b) there is a positive and creative nature in humans and the desire to progress; c) there is a desire to achieve achievements so that they get support from important people, for example parents, siblings, teachers, or friends, and so on, d) there is a need to master knowledge or knowledge that is useful for oneself, and so on other (Basikin, 2020).

Extrinsic motivation is a factor that comes from outside the individual but influences the willingness to learn. Such as praise, regulations, rules, exemplary teachers, parents, and so forth. Lack of response from the environment will positively affect one's enthusiasm for learning to become weak (Guo et al., 2019).

The work environment, teacher friends who support each other, conducive school principal leadership, recognition from colleagues and school principals will make an educator work optimally, aside from the job satisfaction factor, with teacher certification, educators are guided to work professionally in accordance with demands from teacher competence, apart from having to always learn, develop their profession in order to achieve the expected educational goals (Liu et al., 2019)

CONCLUSION

Based on the results of the descriptive statistical analysis the variable motivation to become a teacher with the ability to teach physical education teachers in Sukahaji District, Majalengka Regency is in the good category increase.

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