



# Descriptive Study of Students' Understanding of the Competencies of Physical Education Teachers

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## ABSTRACT

This research is a descriptive study which aims to determine the level of understanding of the 2019 FIKK UNM Physical Education, Health and Recreation Study Program students regarding teacher competency. The data collection technique was carried out by surveying 50 students. Data collection was carried out with a questionnaire of 50 questions using the Guttman scale. Analysis uses descriptive tests which are then grouped into 5 (five) categories. Based on the research results, it is known that the understanding of the students of the Physical Education, Health and Recreation Study Program FIKK UNM, namely 5 people or 10% are in the "very poor" category, 10 people or 20% are in the "poor" category, 17 people or 34% are in the medium category, 18 people or 35% were in the "good" category, and none were in the very good category. So, it can be concluded that the majority of students' understanding of teacher competency is in the "good" category.

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## INTRODUCTION

Indonesian culture now recognizes the importance of education, because it is believed to help young individuals achieve independence in fulfilling their life responsibilities (Musbikin & others, 2021). Special skills and young individuals will have a certain level of advantage in the future. Indonesian people are calling for improving the quality of education in Indonesia. Education is a deliberate and organized effort to create an environment and learning process, which enables students to actively develop their abilities in religious spirituality, self-discipline, character, intellect, good ethics, and the skills necessary for themselves, society, nation and state as stated in Law no. 20 of 2003 concerning the National Education System (Kaligis & Rawis, 2019). Therefore, education has immense



importance for individuals from all backgrounds. To achieve these educational goals, the presence of an educator or teacher is required. Mulyani (2017) which defines an educator as someone who deliberately inspires others to achieve a higher level of humanity. In educational settings, these individuals are usually referred to as teachers.

Teachers are individuals who provide education in the context of the school environment (Asari et al., 2019). The Teacher and Lecturer Law of 2005 or known as Law number 14 defines teachers as skilled educators who have the main responsibility of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, basic education, and secondary education. According to Law Number 14 of 2005 concerning teachers and lecturers (Darmawan, 2020), teachers are required to have certain competencies. These competencies as referred to in article 10 include pedagogical competence, personality competence, social competence and professional competence. This competency is obtained through professional education.

Furthermore, according to Article 42 of Republic of Indonesia Law no. 20 of 2003, educators are mandated to have qualifications and certification that are in accordance with their teaching authority. They must also be physically and mentally healthy, and have the ability to achieve national education goals. The teacher's obligation to have a minimum academic qualification of D4/S1 and competence as a learning agent which includes personal, pedagogical, professional and social competence is stated in Article 28 paragraph (1) PP RI No.19 of 2005 concerning National Education Standards, as well as Article 8 Republic of Indonesia Law no. 14 of 2005.

One of the universities that also produces prospective educators is Makassar State University. The Faculty of Sports and Health Sciences is one of the faculties that produces prospective educators in the field of physical education at Makassar State University and offers seven study programs. The four study programs offered at this institution are all at undergraduate (S1) level. These programs consist of the Physical Education, Health and Recreation Study Program, Coaching Education Study Program, Elementary School Physical Education Study Program, Sports Science Study Program, Nutrition Study Program, Health Administration Study Program, and Physiotherapy Study Program.

One of the courses in the Physical Education, Health and Recreation Study Program discusses the competencies that a teacher must have, so that students can be assessed as having a thorough understanding of professionalism and competence as a physical education teacher, which is outlined in the Competency Standards for Beginner Teachers in the Education Study Program Physical education at undergraduate level. This material covers topics such as teacher competencies and profiles, motivation to pursue a career in physical education, tasks and applications of physical education in schools, and the importance of different backgrounds and experiences in physical education learning.

Based on a survey conducted through interviews, researchers who studied Physical Education, Health and Recreation Study Program students class of 2019 found that some students did not understand material regarding teacher competency. This can be seen from the researchers' conversations with students who in reality have not yet reached the syllabus level given by the teacher. Some students began to understand the syllabus during interviews and reflect on the results of the material discussed. Based on the initial opinion poll conducted by researchers, student answers regarding teacher competence still vary and are floating or not in accordance with actual competence. The educational courses in the 6th semester lecture package are taught by various lecturers during one short semester in the first year of study. The hope is that students in every class, regardless of the teacher, will succeed in mastering all the material presented.

According to Maure et al. (2020), understanding refers to the ability to translate, explain, interpret, simplify and make calculations. In other words, educators have the capacity to clarify and explain new ideas or concepts. According to Sudijono (2007: Saputri, 2018), understanding refers to an individual's ability to understand and capture something after it has been obtained and stored in memory. Competence refers to a person's talent which can be measured both in terms of quality and quantity. In the context of teaching, competence refers to the ability and authority of a teacher to carry out his professional duties effectively. According to Article 10 paragraph 1 of Law 14/2005 and Article 28 paragraph 3 of PP no. 19/2005, teachers must have various competencies, including pedagogical, personal, social and professional competencies. These qualities are obtained through professional education (Alfuadi, 2018).

Students are a group of individuals who have the ability to obtain further formal education (Aini, 2018). According to Government Regulation Number 60 of 1999, universities define students as those who are officially registered at the university (Thahir, 2014). In this teacher competency material, we explore the meaning and importance of being a physical education teacher, the skills and abilities required for a physical education teacher, the responsibilities and characteristics of teachers, the importance and role of physical education teachers, the motivation behind choosing a career in teaching physical education, duties and applications. practical physical education in schools, the impact of various student backgrounds and experiences on physical education learning, teacher certification requirements, basic principles of classroom management, national physical education standards, as well as teaching methods and strategies for professional teachers. So, based on the results of the observations that have been made and the various explanations above, this research aims to assess the level of understanding of the 2019 class of Physical Education, Health and Recreation (PJKR) students regarding teacher competence, especially the competence of physical education teachers, considering that they are prospective educators after completing the process lectures later.

## **MATERIALS AND METHODS**

This research uses a quantitative descriptive design using percentages as an analysis tool. This research uses survey methodology. The research was carried out over a period of approximately 2 months, starting in January and ending in February 2024. The population of this research was 50 students from the class of 2019 who had received teacher competency material. This research uses a test instrument (Guttman scale). Testing with 50 statement items that have been prepared for research purposes. The research produced quantitative data which was analyzed using descriptive analysis techniques, namely by calculating percentages. To determine the proportion of participants who fall into a certain group, this is done using the categorization formula from (Sudjono, 2007) in (Rusli et al., 2022) which consists of five categories: very good, good, medium, poor, and very poor with the help of computer program (SPSS).

## **RESULTS**

### ***Results***

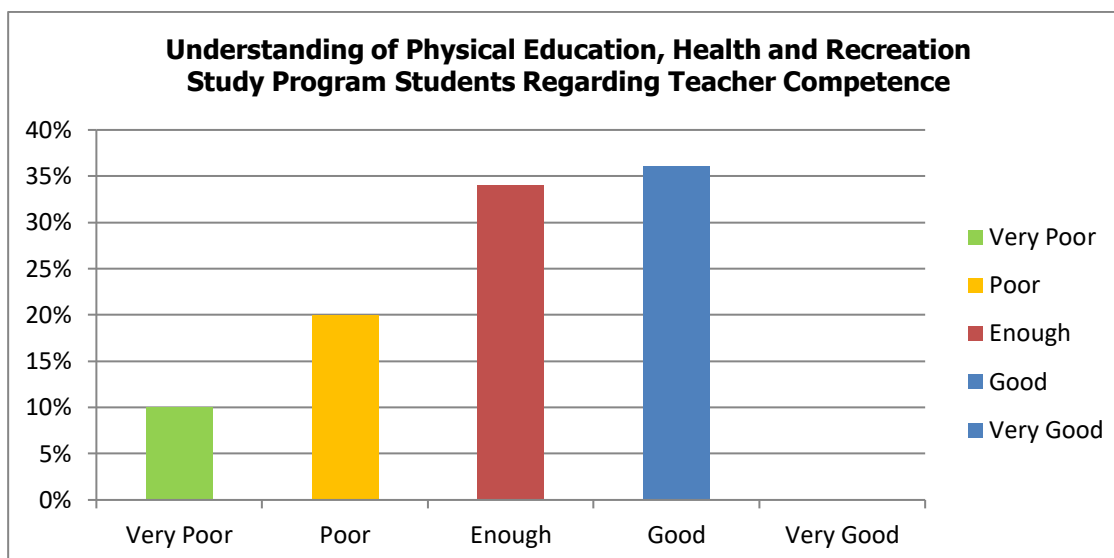
After collecting data regarding student understanding regarding teacher competency, data analysis was then carried out to determine the percentage of overall student understanding. Data analysis in this research was carried out with the help of a computer using the data categorization formula from (Anas, 2011; Rusli et al., 2022). The results of

data categorization of students' understanding of teacher competence can be seen in the following table.

**Table 1** Categorization Table

No.	Interval	Category	Frequency	Percentage (%)
1	< 30,5	Very Poor	5	10
2	30,6 - 34,8	Poor	10	20
3	34,9 - 39,1	Enough	17	34
4	39,2 - 43,3	Good	18	36
5	> 43,47	Very Good	0	0
<b>Total</b>			50	100

Based on the table above, it is known that the categorization of students' understanding of the Physical Education, Health and Recreation Study Program at FIKK UNM is 5 people or 10% are in the "very poor" category, 10 people or 20% are in the "poor" category, 17 people or 34% are in the medium category, 18 people or 35% were in the "good" category, and none were in the very good category. So it can be said that the majority of students' understanding of teacher competence is in the "good" category. For more details, see the following graph.



**Figure 1.** Understanding of Physical Education, Health and Recreation Study Program Students Regarding Teacher Competence

The aim of this research is to provide a detailed description of the level of understanding regarding teacher competency among students of the Physical Education, Health and Recreation Study Program FIKK UNM class of 2019. As stated by Sudijono (2007), understanding refers to an individual's ability to understand and comprehend something after acquired and stored in memory (Suryana et al., 2022). Based on this hypothesis, this research measures the level of understanding that students have and maintain in order to prepare them to become effective physical education teachers in the future. The course of the lecture process revealed that students of the 2019 FIKK UNM Physical Education, Health and Recreation Study Program were required to understand the subject matter in order to be able to prepare adequately for their future. Physical education teachers are responsible for instilling not only physical and motor skills, but also ensuring comprehensive learning and teaching in all domains to their students (Anwar et al., n.d.).

Physical education teachers often struggle with classroom control while teaching. Classroom management is an important prerequisite for achieving superior learning outcomes (Indrawan & others, 2022). To prepare prospective physical education teachers for their work, it is important for them to obtain resources related to their field, one of which is knowledge about teacher competency (Prastiwi, 2016). These indications help prepare prospective teachers or students to become professionals, especially in the field of physical education. Prospective physical education teachers are essential educational personnel who are needed at all levels of education, from PAUD to high school, even at universities provided by the Educational Personnel Education Institute (Sidiq, 2018). This is in line with the criteria for graduates of the FIKK UNM Physical Education, Health and Recreation Study Program, namely graduates who meet the requirements to become Physical Education, Sports and Health Educators (PJOK) at the primary and secondary education levels.

Graduates of the FIKK UNM Physical Education, Health and Recreation Study Program have a comprehensive understanding of theoretical concepts in various fields of science, especially the fields of Physical Education, Health and Recreation. They are able to explore in depth certain parts of this field and formulate effective problem solving strategies, so that students have the expertise to implement the Physical Education, Sports and Health (PJOK) curriculum at the middle school and high school/vocational school levels, which shows proficiency in science and technology education, sports and health.

In general, 36% of students from the 2019 FIKK UNM Physical Education, Health and Recreation Study Program showed a good level of understanding regarding teacher competency. The results of the research show that the majority of students from the 2019 FIKK UNM Physical Education, Health and Recreation Study Program only have sufficient theoretical knowledge to equip themselves as prospective physical education teachers. This is possible because the duration of lectures is inadequate, the complexity of the approach to delivering material from lecturers to students, individual student factors, inadequate scheduling of lecture hours. In addition, understanding educator skills is not only limited to material regarding teacher competency, but is the responsibility of all courses. In contrast to surveys conducted by researchers, it is conceivable that students, when interviewed, were less serious in responding to questions. Additionally, research findings suggest that providing students with some form of stimulus can improve their ability to retain information. This can be seen in the case of the 2019 FIKK UNM Physical Education, Health and Recreation Study Program students who showed increased competence as prospective Physical Education teachers.

## **CONCLUSION**

Based on the results of research and data analysis, the categorization of students' understanding of the Physical Education, Health and Recreation Study Program, FIKK UNM, namely 5 people or 10% were in the "very poor" category, 10 people or 20% were in the "less" category, 17 people or 34% were in the medium category, 18 people or 35% were in the "good" category, and none were in the very good category. So it can be concluded that the majority of students' understanding of teacher competency is in the "good" category.

## **CONFLICT OF INTEREST**

There are no conflicts of interest in this article.



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