

Certification Impact on Performance of PESH Teachers in State Junior High Schools in Paser Regency, East Kalimantan Province

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Article Info

History Articles

Received:

22 March 2021

Accepted:

16 April 2021

Published:

30 June 2021

Keywords:

Certification,
Performance, Teacher
Competence

Abstract

This research is motivated by issuing the National Education System Law and the Lecturer Teacher Law regulating the teacher certification program, which allegedly impacts teacher performance to be more professional. This type of research is qualitative research to produce spoken or written words. Data collection by observation, interviews and documentation. Primary data were 10 certified Physical Education, Sport and Health (PESH) teachers, while secondary data resulted from observations, questionnaires, PTK, certificates and lesson plans. Naturalistic data analysis according to actual situations in the field. The results showed the performance of most 10 certified PESH teachers, with 4 competencies indicators still need improvement on 2 competencies, namely Pedagogic and Professional. Meanwhile, Personality and Social competences are in good category. Factors affecting performance based on normative commitment need to be improved, while the physical work environment conditions need improvement in school facilities, infrastructure and facilities. The welfare conditions of the 10 PESH teachers were categorized as quite prosperous financially. The conclusion of this research requires several inputs, including: PESH teachers should prepare lesson plans according to the conditions of each school. PESH teachers make scientific papers without waiting for promotion and archive properly. PESH teachers need to involve ICT during the learning process. PESH teachers remain in a lifelong learning attitude. The supervision carried out needs to involve an expert in PESH subject. The Regional Education Office should continue to hold training seminars to increase the knowledge of PESH teachers.

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p-ISSN 2252-648X

e-ISSN 2502-4477

INTRODUCTION

Education is an important element of the survival of the nation's life. Since then, education has continued to witness major changes. The education process itself, in order to be effective, requires many components of the system that are connected to each other, and if one of these components encounters a problem, it may interrupt the learning process.

Physical education, sport and fitness are an educational method in which there is constant physical activity and sport in order to meet the aims of education, including the mental, cognitive and psychomotor dimensions. More precisely, it is clarified (Eli, 2012) that Physical Education, Sports and Health (Penjasorkes) is an integral part of education as a whole, with the aim of developing aspects of physical activity, flexibility skills, critical thinking skills, social skills, reasoning, emotional maturity, moral action, aspects of a healthy lifestyle and the implementation of a clean environment through systematic planning.

(Diana Darmawati et al., 2017) Quality of education can be achieved if the quality of education is in a competent role capable of handling the various basic skills required to accomplish the process of improving the quality of education, further reinforced by the reasons (Anjar, 2012) that physical education requires various learning, creative and fun.

The Teacher Certification Policy starts with issuing Law No. 20 of 2003 on the National Education System and Law No. 14 of 2005 on Teachers and Lecturers, which governs the technical and certification processes of teachers and lecturers. This study investigates and evaluate the mastery of four core competencies, including Pedagogic, Personal, Social and Professional. This is accompanied by a process of evaluating and assessing the factors that impact performance based on responsibilities and working conditions. And evaluating and examining the health and professionalism of accredited PESH teachers at state junior high schools in Paser Regency, East Kalimantan Province.

Teacher certification occurs not only in Indonesia, but many other countries have adopted certification policies, including the United States, the United Kingdom, and Australia. (Masnur, 2009) clarified that certification is the provision of an educational certificate for a teacher who has met the criteria as academic qualifications, competence, physical and mental health, in order to achieve the objectives of national education. The Government points out that teachers who have passed the certification exam have above-average skills with teachers who are not yet accredited and define these teachers as competent individuals.

Performance is an activity carried out by individuals to achieve planned goals. The teacher performance appraisal process (PKG) is a series of performance appraisal programs designed to identify teacher competencies, including pedagogical, personal, social and professional competencies. (Salmawati et al., 2017) argue that if the competency factor meets the good criteria, it can be believed that the teacher's performance can be said to be good too. (Jaenudin, 2014) explains that teacher performance is concluded with activities in the ability's form to make lesson plans, mastery of material, assigning assignments, the ability to manage classes and the ability to conduct assessments and evaluations.

Based on this description, the researcher concludes that teacher performance is a teacher's work performance to carry out tasks properly with predetermined standard criteria that can be measured in quality and quantity.

The factors that affect teacher performance have a significant influence, this is supported by (Ningsih, 2016) including a teacher's commitment and the work environment is a unity that can affect the performance of a teacher. (Saputra, 2019) explains a commitment to performance that is said to be good if the teacher has elements comprising high loyalty and commitment to teaching tasks, mastery of subject matter widely in disciplines taught to students, and the conditions of the work environment also affect teacher performance. The work environment is

divided into two types, namely the physical work environment, which is an activity that is around the employee's workplace which can affect directly or indirectly, and the non-physical work environment.

Competence is described in Law No. 14 of 2005 on teachers and lecturers, which explains that competence is a set of knowledge, skills, and behaviors that teachers must possess in carrying out professional duties. (Mulyasa, 2017) emphasizes that competency is the ability to do something that is obtained through education. (Saragih, 2008) teacher competence is knowledge along with skills and behaviors that teachers must have and live with in order to carry out their duties properly towards their profession.

Based on the above opinion, the researcher concluded that competence is a teacher's ability or ability to master a skill as a representation of a performance either in quantity or quality.

The teacher is a career, the expression that the teacher is an *unsung hero* has been expressed in people's lives. (Sulaiman, 2016) Teachers are trained educators in formal education and teaching. Previous research (Riza, 2015) explains that increasing the professionalism of physical education teachers is a requirement that cannot be negotiated in the face of very competitive challenges. Teachers have demands on the organization as job bills, and this needs to be understood by teachers that the teaching profession has the duties and obligations inherent in any person who works as a teacher.

METHODS

This study uses a qualitative descriptive research design that produces descriptive data as spoken or written words and observable behavior (Sugiyono, 2016). Researchers position themselves to describe the findings and events that occur in the real field. where the primary purpose of this research is to describe a situation about the impact of certification on performing PESH teachers in state junior high schools in Paser Regency, East Kalimantan

Province. The schools which are the research locations include: SMPN 4 Long Ikis, SMPN 2 Long Kali, SMPN 5 Tanah Grogot, SMPN 2 Tanah Grogot, SMPN 4 Tanah Grogot, SMPN 1 Paser Belengkong, SMPN 1 Muara Samu and SMPN 1 Batu Engau.

Data and data sources of this study comprise two types, namely, primary data and secondary data. The primary data used were 10 PESH teachers who have been certified at the SMP Negeri education unit in Paser Regency, while the secondary data of this study resulted from observations, UKG results, learning tools, certificates and scientific papers that had been made by PESH teachers who had certified.

The sampling technique used in this study with the type of purposive sample (Sugiyono, 2016) explains that the sampling technique for data sources is carried out with certain considerations. The data collection technique was used by observing, interviewing, and documenting existing findings when the researcher was conducting the research process.

The data analysis technique used in this study was tri-angulation which was carried out in a naturalistic manner, in which the data analysis used was compared to actual situations with no engineering.

RESULTS AND DISCUSSION

The data obtained from the field is reduced, (Sugiyono, 2016) then the researcher will group data that are similar or almost the same, then the data is concluded with several considerations including: only formulating important and correct data, only entering data that is truly objective, only entering truly authentic data.

Based on the results of data reduction, they are grouped into 3, namely: 1) Performance of PESH Teachers based on Pedagogical, Personality, Social and Professional competencies. 2) Factors that affect the performance of PESH teachers based on commitment and working conditions. 3) Welfare and professionalism of PESH teachers.

Pedagogic Competence (Aprianti, 2011) provides an understanding that pedagogic

competence is a teacher's ability to manage learning so that students' abilities and potentials develop. During the learning process between the teacher and students, the teacher's pedagogical competence will determine the success of the learning objectives. The findings obtained by the researcher were (1) most 9 out of 10 PESH teachers arranged learning tools by downloading them via the MGMP link and just editing them. (2) 4 out of 10 PESH teachers could show syllabus preparation, while 6 other teachers were constrained by file archiving. (3) The assessment process carried out according to the narrative of 3 out of 10 corner teachers is carried out by referring to the RPP and giving worksheets and UTS and UAS assessments. Personality competence is a researcher's review sourced from Government Regulation No. 74 of 2008, which explains some indicators that teachers have of the results of research related to personality competencies, including: (1) most 10 PESH teachers have a neat appearance. (2) the teacher can communicate politely. (6) most 9 out of 10 teachers can be disciplined to be present on time, while 1 teacher is less able to be disciplined every day because of the relatively far away domicile in Labangka Village.

Social competence resulting from the social competence possessed by PESH teachers are: (1) PESH teachers can be fair to all students both with students with special needs. (2) PESH teachers can maintain the principle of togetherness with their superiors or co-workers, this is reflected in activities as joint recreation, outbound activities, and meals during semester breaks.

Professional Competence (Muliadi, 2018) is the ability to master learning materials broadly and deeply, which enables them to guide students to meet the competency standards set out in national standards. The demand for mastery of professional competence is further explained (Kristiawan & Rahmat, 2018) that professional teachers always strive to improve quality and update their competencies. The same thing was also explained by (Ismail et al., 2017) stating that teachers need lifelong learning through both formal and informal

training methods in order to increase competency levels. The principle of developing professional competency skills in this era is carried out according to the progress of the times, of course related to IT issues (Rahayasih et al., 2020) emphasized that in their research, the progress of information technology that is currently happening cannot replace the role of a teacher, teachers should take advantage of superfast technological advances information to improve the quality of the learning process.

The findings obtained by researchers while conducting research at the research location are: (1) preparing the material based on semester and annual programs taken from MGMP activities. (2) most PESH teachers can apply computers. (3) 2 out of 10 PESH teachers participated in webinars during the COVID-19 pandemic, and 2 out of 10 PESH teachers had licenses as volleyball referees. (4) 2 out of 10 PESH teachers have never written scientific papers. (5) prior to the COVID-19 pandemic, IT involvement and reflection during minimal PESH learning occurred during the interview process with several teachers and a questionnaire filled in by students.

The factors that affect the performance of PESH teachers based on commitment and work environment conditions are: Affective commitment is an individual emotional approach to organizational involvement exemplified by employee emotion and involvement to achieve organizational goals. Normative commitment is an employee's feeling to carry out the obligations he has to do, this is a bill of the organization. The findings of the research conducted by researchers include: (1) most 9 out of 10 PESH teachers fulfill the invoice for the preparation of learning tools by downloading them from the MGMP activities or requesting them from other colleagues. (2) 1 in 10 PESH teachers work on the bill for the manufacture of waiting devices if requested by their superiors. Physical Work Environment Conditions are all activities related to the employee's workplace as coloring, lighting, air quality, noise level, space for movement, security and cleanliness. The findings in this study are: (1) most of the 8 schools where the

researchers conducted the study had good coloring conditions and proper school buildings. (2) on the lighting indicator 3 out of 8 schools do not have good lighting in each class. (3) Most 7 out of 8 schools with good noise levels, while 1 SMP Negeri 1 Batu Engau is categorized as sufficient, this is because the location of the school is right at intersection 3 to South Kalimantan Province with the dominance of trucks and being the access point for oil palm trucks. towards the Factory. (4) the safety conditions of 7 out of 8 schools were categorized as good, while 1 school, namely SMP Negeri 1 Muara Samu, was not equipped with a fence. (5) most 6 out of 8 State Junior High Schools could not meet the availability of LCD for each class.

Non-physical working environment conditions are all activities related to good working relationships with superiors, fellow co-workers, existing aspects as work structure, the attention of cooperation bosses and smooth communication. The findings obtained by researchers on non-physical work environment conditions include: (1) the work structure of 7 out of 10 PESH teachers have other duties and positions at school besides teaching PESH, including as Deputy Principal, School Treasurer, Head of Library, School Infrastructure, and Vice Principal Curriculum. (2) the communication process of most PESH teachers could speak well, was easy to understand and was polite, especially to students, this matter was also based on student statements on the Google Form questionnaire.

Conditions of Welfare and Professionalism of PESH Teachers are as follows: The welfare of certified PESH teachers include: (1) the results of certification are used to fulfill the family's economy, including children's education, paying for electricity and the need for food and drink. (2) 9 out of 10 PESH teachers have private homes, while 1 PESH teacher lives in official homes. (3) the certification allowance is used for investment in gardens and land, paying bank installments, building houses and saving.

Professionalism is related to the responsibility and quality improvement of

PESH teachers including: (1) the responsibility for fulfilling bills as teaching tools is fulfilled by the teacher even though the process is only downloading. (2) improving quality through seminars and webinars for PESH teachers needs improvement.

CONCLUSION

After conducting the research, the researchers gave a concrete conclusion in the field that the impact of certification on the performance of PESH teachers in SMP Negeri Paser, East Kalimantan Province, is as follows:

(1) Making equipment and assessing the PESH teachers who have been certified is done by downloading them from the MGMP activities or requesting files from other colleagues. (2) The PESH teacher does minimal reflective action after completing the learning. (3) The involvement of ICT during PESH learning activities before the COVID-19 pandemic was minimally involved. (4) Most scientific papers are made during the promotion process. (5) 3 out of 10 PESH teachers during the pandemic were actively seeking / participating in webinars to increase their knowledge insight. (6) normative commitment PESH teachers need to instill an obligation in making their own learning tools. (7) The physical condition of the school needs improvement including the LCD in each class. (8) The welfare of the PESH teachers after certification affects the economic or financial level of the PESH teachers. (9) The supervision process that needs to involve an expert from the PESH subject.

Based on the description above, the Impact of Certification on the Performance of PESH Teachers in State Junior High School in Paser Regency, East Kalimantan Province, it is described that the performance of PESH teachers still has not had a significant impact on the performance of PESH teachers. It needs improvement in pedagogic and professional competence, while the factors that affect performance need a re-understanding of PESH teachers on normative commitment and the conditions of the school's physical work

environment also need improvement. PESH teachers who have been certified to always update their knowledge.

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