

Competence Of Physical Education Lecturers Viewed From Student Perspective

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Abstract: The implementation of physical education learning is important because its existence is needed at every level of education, even up to tertiary institutions. This research is evaluation research to determine the competence of Physical Education Lecturers at *Universitas Islam Negeri Salatiga*. The research data is quantitative data generated from the existing lecture evaluation system. The data source was generated from the results of a questionnaire on 141 respondents who joined 5 classes of physical education lectures. The measuring tool used is a questionnaire with a Likert scale of 5 with the components measured consisting of pedagogical, professional, personality & social competencies. The results show that the average percentage of each class is 85% (good) in pedagogical competence, 85% (good) in professional competence, 85.2% (good) in personality competence, and 84.8% (good) in social. The conclusions from this study indicate that the competence of Physical Education Lecturers has an 85% level in all competencies with good categorization.

Keywords: evaluation, competence, lecturer, physical education

INTRODUCTION

Physical education is one of the subjects that are quite popular among students (Asriansyah & Mahendra, 2020; Maulana et al., 2021) is even quite popular among students (Candra Dewi et al., 2020; A. A. Saputro & Sulisty, 2021; Teguh Pambudi et al., 2022), although under certain educational conditions physically less liked (Sin & Hudayani, 2020). This could happen considering that not all teachers are able to present physical education learning creatively by selecting the right learning models and strategies (Negoro et al., 2022). Physical education is taught at a certain level of education starting from preschool (Eka Supriatna, 2011; Karo, 2016; Sutapa et al., 2014; Widiastuti & Hamamah, 2017) up to university. The goal is adjusted to the curriculum structure of that level of education. For example, at the preschool level, there is more emphasis on playing (McEvelly et al., 2015), increasing fine motor development (Astuti et al., 2014) through various approaches such as the movement approaches through aquatic activity (Susanto, 2012), for the elementary school level-stimulate elementary school students to learn movement so

that they can improve basic movement skills, develop fitness, increase knowledge about motion, stimulate to be active in doing motion (Domville et al., 2019), and secondary schools are more about achieving basic technical skills, application of sports, physical fitness, and character education. At the tertiary level, the achievement of physical education is adjusted to the existence of the physical education lectures themselves. Some aim to produce professional physical education teacher candidates through the Physical Education Study Program. Making physical education a means of living healthy and having a culture of active movement through the implementation of physical education as a general subject in study programs or faculties. Physical education at the State Islamic University of Higher Education/*Perguruan Tinggi Keagamaan Negeri* (PTKN) is used as a means of equipping prospective PGMI (*Pendidikan Guru Madrasah Ibtidaiyah*/Educating of Islamic Boarding School Teachers (*Madrasah Ibtidaiyah* Teachers) to be able to teach basic physical education (not Professional Physical Education Teachers).

The implementation of the physical learning process will run optimally if it is supported by the existence of student motivation (Hadjarati & Haryanto, 2020), adequate facilities and infrastructure (Friskawati & Sobarna, 2019; Pramono, 2012; Prasetyo, 2020), as well as teacher/lecturer competency (Aenon et al., 2020; Muna, 2017). Regarding student motivation, a finding states that motivation and motor skills are positively correlated with physical education learning outcomes for sports and health (Asnaldi et al., 2018). Likewise, other findings regarding emotional intelligence and motivation (Laumara et al., 2018a) as well as student motivation and perceptions of teachers (Sulistiyono, 2019a), can improve learning outcomes. In addition to student motivation, facilities, and infrastructure also contribute to the teaching and learning process (Pratomo et al., 2013). Specifically, regarding the competence of teachers and lecturers, several findings suggest that teaching competence also influences the physical education learning process (Salam et al., 2021a).

Lecturers are one of the determinants of the success of implementing physical education at the tertiary level. Like teachers at the education level below them, lecturers must have several competencies that must be fulfilled while carrying out their profession. Physical education lecturers must have this competency. The first is pedagogical competence (Babuta & Rahmat, 2019; Surahmi et al., 2022a). By having teachers' pedagogical competence, it is hoped that they can manage integrated learning, teachers understand the characteristics of students, carry out meaningful learning, channel the potential of students and always communicate with students (Surahmi et al., 2022). Furthermore, professional competence (Dudung, 2018). Teachers and

lecturers who have professional skills will have a level of proficiency in mastering teaching materials broadly and in-depth, including mastery of the curriculum, teaching materials for school subjects & the scientific substance that covers the material, as well as mastery of the scientific structure and methodology (Raibowo et al., 2019). In addition, physical education lecturers must also have personality competencies (Santuri et al., 2016). This is related to the ability of teachers and lecturers to deliver physical education lessons that are polite in all conditions and situations (A. Y. Saputro, 2018). Last but not least is social competence. Social competence is an aspect that is also important for physical education teachers (Mulyana, 2017; Saputra et al., 2021). Social competence is an important aspect considering that it relates to the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community (Maksum, 2008).

Some of the things above are related to the presence of Physical Education Lecturers at the *Universitas Islam Negeri (UIN) Salatiga*. According to empirical data, physical education lecturers before 2019 were filled with lecturers with the status of Non-Permanent Lecturers with qualifications not as professionals in the field of physical education. Since 2019, there have been lecturers who are in accordance with the scientific qualifications of Physical Education. Knowing the development of the lecturer's competence is necessary to ensure the implementation of physical education at *UIN Salatiga* according to the desired goals. The process of evaluating the competence of physical education lecturers from a student perspective at *UIN Salatiga* in 2022 has never been implemented, so until now, it is not known how the competence of physical education lecturers at *UIN Salatiga* is based on a student perspective. Knowing the competence of physical education lecturers based on a student's perspective is currently a very limited study to find and urgent to do. This is because, during the learning process there is interaction between lecturers and students. Given the importance of student perspectives on lecturers and teachers, a study was found in previous research (Syukriadi & Rozi, 2021). The research was conducted in 2020 with the finding that lecturers were generally rated well by students in terms of attendance, readiness, mastery of the material, delivery of material, as well as evaluation and assessment of lectures. The focus of this research occurs in the 2022 evaluation.

METHOD

This research is a quantitative descriptive research with a survey approach. Quantitative descriptive research with a survey approach is commonly used to see the actual conditions in

processes related to physical education learning (Fadila et al., 2021) (Rozi et al., 2021) (Nopiyanto & Ibrahim, 2021). The survey was conducted on the competence of physical education lecturers at UIN Salatiga. Carry out a survey in 2022. The population for this study is all students taking physical education courses in 2022. The sample for this research is the entire population (*total sampling*) with a total of 141 respondents.

The research data is quantitative data resulting from a questionnaire. The use of a Likert scale of 5 to assess the results of each data component of pedagogical competence, professional competence, personal competence, and social competence. The validity and reliability are in accordance with the existing assessment system at *UIN Salatiga* automatically through *EDOM* (Teaching Lecturer Evaluation). Data analysis was carried out in a quantitative descriptive manner by calculating the average percentage of results for each competency so that the percentage of overall competency achievements was obtained.

RESULTS

The results of the questionnaires that have been filled in by students are recapitulated based on the class attended by students with the total value of the questionnaire and the percentages are described in table 1. In the data table, the highest percentage is personality competence 88% in class A and the lowest is social, professional, and pedagogic competence in class B which only represents 80%.

Table 1. Result from Data for Each Class

Result from Data	Total	%	Class
Pedagogic Competence	1292	87%	A
Professional Competence	714	87%	
Personality Competence	724	88%	
Social Competence	713	86%	
Pedagogic Competence	1156	80%	B
Professional Competence	643	80%	
Personality Competence	651	81%	
Social Competence	642	80%	
Pedagogic Competence	1006	86%	C
Professional Competence	556	86%	
Personality Competence	561	86%	

Social Competence	553	85%	
Pedagogic Competence	1116	86%	D
Professional Competence	628	87%	
Personality Competence	631	87%	
Social Competence	633	87%	
Pedagogic Competence	814	86%	E
Professional Competence	445	85%	
Personality Competence	443	84%	
Social Competence	449	86%	

Table 2. Percentage of Competency Achievement

Results from Data	%
Pedagogic Competence	85%
Professional Competence	85%
Personality Competence	85,2%
Social Competence	84,8%

DISCUSSION

The competence of *UIN Salatiga* Physical Education Lecturers is illustrated in the results of the previous data. From the data from the student's perspective, in each competency, nothing is below 80%, this indicates that the lecturer category is good. However, what needs to be observed is the results of class B, which are below the average of the other classes (table.1). Lecturers need to pay attention to this regarding teaching style, teaching readiness, discipline, or others that have an impact on student assessments of lecturers (physical education teachers). In addition, the internal factors of the students are also considered. Internal factors are self-efficacy and learning motivation (Pambudi et al., 2022; Teguh Pambudi et al., 2022), emotional intelligence and learning motivation (Laumara et al., 2018b), learning motivation and perceptions of the teacher (Sulistiyono, 2019b), all of which will affect the achievement of physical education learning outcomes. Other internal factors are intellectual intelligence, talent, interest, and motivation which together have an impact on physical education learning outcomes, it's just that the interest factor is the highest (Friskawati & Sobarna, 2019). However, external factors in the form of teacher competence are

also very important. In one study, teacher competence was in a good category and resulted in physical education learning outcomes with an average score of 79 (Salam et al., 2021b).

Based on Table 2 is the overall assessment of students who numbered 141 respondents from 5 physical education classes. Based on the quantitative analysis, the overall competency of the lecturers is at a percentage of 85%, and in accordance with the existing assessment evaluation system at *UIN Salatiga*, it is in a good category. In contrast to one study related to the evaluation of physical education teachers which was only considered sufficient in social competence (Demir, 2015), the results of this study indicated better results. To maintain social competence so that it can be achieved properly, effective communication support is needed (Masi, 2022). Through integrative pedagogy, social competence can be developed with other generic skills (Tynjälä et al., 2016).

In personality competence, lecturers are indicated to have good competence according to research results (table 2). Achievement of personality competence of lecturers or teachers is important in learning physical education. Previously, it was mentioned that there was a relationship between the physical education teacher's personality and students' trust in the social behavior that was carried out (Arbabisarjou et al., 2015). Not only personality competence with intellectual and communication abilities, but a physical education teacher also needs professional education and motivation in the form of psycho-pedagogy (Stepanchenko & Briskin, 2018). It would be good if in this study both professional and pedagogical competence were assessed as good.

The professional competence of physical education teachers will be influenced by various factors. Physical education lecturers may be different from the existence of professional physical education teachers. Physical education is marginalized and isolated in schools, lacking physical education professionals (Kougioumtzis et al., 2011). In certain cases, the curriculum often wants more learning objectives to be achieved, but the support for the availability of professional physical education personnel is still lacking. For example, this is the case in Slovenia (Kovač et al., 2008). Some of these things are generally also faced in Indonesia regarding the issue of marginalization of the existence of physical education with the availability of professional staff. However, in this study, the availability of physical education professional lecturers was in accordance with the amount of physical education teaching load and physical learning objectives set.

In the achievement of pedagogical competence, the knowledge and ability of lecturers in teaching physical education are good. Nevertheless, it still needs to be improved. In general, in Indonesia, physical education teachers still have problems with low pedagogical competency

scores, and teaching materials-based pedagogical competence improvement models have proven effective and can improve pedagogical competence (Hastuti et al., 2022). In fact, recent research has produced data that prospective physical education teachers (physical education students) have low knowledge of pedagogical competence (Hastuti et al., 2021). Lecturer competence achievements in this study were considered good by students in all competencies. However, further steps need to be taken to conduct competency tests as supporting data for this assessment.

CONCLUSION

The conclusions from the evaluation research that has been conducted on physical education lecturers at *UIN Salatiga* based on student assessments are that lecturers have competence with a good categorization of 85% on each average of professional, pedagogic, personality, and social competencies.

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