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## PRINCIPAL'S PERCEPTION OF THE PERFORMANCE OF PHYSICAL EDUCATION TEACHERS FOR SPORTS AND HEALTH MGMP SMP IN BENGKULU CITY

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### Abstract

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This study aims to determine the performance of PJOK teachers who have participated in the MGMP organization (subject teacher deliberation). The research subjects involved the principals of junior high schools in Bengkulu City totaling 24 students. Instruments and techniques for collecting data were questionnaires. The data analysis technique used qualitative descriptive analysis as outlined in the form of a percentage. Based on the results of the analysis of the research data above, it can be seen that the Principal's Perception of the Teacher Performance of PJOK MGMP SMP in Bengkulu City has a very good perception of Pedagogic competence with a percentage (77.78%), Principal's good perception of Personality competence with a percentage (76.64%), a good perception of professional competence with a percentage (75.14%), and a good perception of social competence with a percentage (76.14%) So it can be concluded that the Principal's Perception of PJOK Teacher Performance MGMP SMP in Bengkulu City has good criteria with a percentage (76.42%).

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## INTRODUCTION

Physical education is education through physical activities that can be in the form of games, sports, adventure and recreational activities to train psychomotor abilities which are taught formally in elementary school to high school. (Nopiyanto et al, 2019: 24).

The teacher is a profession that is characterized by having a competence, teacher competence is a measure that is determined or required in the form of mastery of knowledge and behavior for a teacher to be eligible to occupy functional positions in accordance with the field of duty, qualification, and level of education. There are four competencies that must be possessed by a teacher, namely a) pedagogic competence, b) professional competence, c) professional competence, and d) social competence.

Furthermore, school principals received enormous demands, must be strong and have a strong leadership style to encourage all teachers to work totally in educating their students, have a vision for school progress, be consistent with their vision, but still be democratic and respect the views of the staff.

Based on the results of observations and surveys on the performance of Sports and Health Physical Education Teachers at SMP Negeri 02 Bengkulu during the internship 2 months September to November 2019 shows that: a) Disruption of student learning hours, b) Still found that the professional competence of PJOK MGMP teachers in delivery of learning

materials, c) There is still a lack of discipline in PJOK MGMP teachers, d) There are PJOK MGMP teachers who sometimes do not go to the PJOK MGMP agenda, e) Not all PJOK MGMP teachers can apply the results of deliberation in schools, f) There are still teachers found PJOK MGMP teaching is not in accordance with Basic Competencies in lesson plans, g) Less than optimal learning outside the classroom due to the lack of sports equipment and infrastructure, h) The number of PJOK MGMP teachers who have certification is very limited.

As the existing statement, that the teacher as the implementing staff of education is a key or important teacher for the world of education. Meanwhile, the Principal has the right to know and provide perceptions or responses to teachers who take part in the MGMP, because teachers who participate in the organization are to obtain permission from the Principal Work Meeting (MKKS) and receive fees to participate.

In accordance with this, the authors are interested in conducting research with the title "Principal's Perception of Teacher Performance in Physical Education, Sports and Health at MGMP SMP in Bengkulu City".

## METHODS

This type of research uses a qualitative descriptive method, which is a research method carried out with the main aim of making an objective description or description of a situation that has to do with the problem being studied, namely

the Principal's Perception of the Performance of PJOK MGMP teachers. The research approach used in this study uses cross sectional approach, observation, or data collection all at once (Dien, N. G., Mulyadi, N., & Kundra, 2014)

The subjects in this study were all junior high school principals who had PJOK teachers who participated in the MGMP Organization in Bengkulu City with a total of 24 people. (Prof. dr. sugiyono, 2013)

Penelitian ini dilaksanakan di Kota Bengkulu, The data collection technique used in the context of the data collection process in this research is an observational survey, the observation sheet is an PJOK teacher activity observation sheet consisting of ten question items. Teachers will get good grades if they have carried out at least 7 observation items (Pujianto and Insanisty, 2013: 58), then data collection techniques use questionnaires or questionnaires, and documentation.

Data analysis techniques are very important in research because data analysis can provide useful meanings in solving research problems. Miles and Huberman's (1984) model of research techniques in (Prof. dr. sugiyono, 2013), argues that the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis are data reduction, data display, and conclusion.

#### 1. Data reduction

This data obtained in the field is quite a lot, for that it is recorded carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes in the main and discarding the unnecessary. The data that has been reduced will provide a clear picture and make it easier for researchers to conduct further data collection, and look for it when needed. Data reduction can also be assisted by electronic devices such as computers by providing codes on certain aspects. With reduction, the researcher summarizes, takes important data, makes categorizations based on uppercase letters, lowercase letters, and numbers.

#### 2. Data display (data presentation)

After the data is reduced, the next step is to display the data. Display in qualitative research is usually done in the form of: brief descriptions, charts, relationships between categories, flowcharts and so on. Miles and Huberman in (Prof. dr. sugiyono, 2013) states that "the most frequent form of display data for qualitative research data in the past has been narrative text", meaning the most frequent for presenting data in qualitative research with narrative text. Apart from being in narrative form, display data can also be in the form of graphs, matrices, networks.

#### 3. Conclusion Drawing/Verification

The next step, the third working step is drawing conclusions and verification. The initial conclusions determined are still temporary, and will change if supporting evidence is found at

the next stage of data collection. However, if the conclusion has indeed been supported by valid and consistent evidence when the researcher returns to the field to collect data. So the conclusion put forward is a credible conclusion (can be trusted).

The data collection technique in this study used descriptive analysis. Descriptive analysis is an analysis used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. Furthermore, it can be interpreted as a discussion of the problems posed in the form of percentages. (Setyawarno, 2016) the formula to calculate the relative frequency (percentage) is as follows:

$$P = \frac{F}{N} \times 100 \%$$

Information :

P : percentage number

F : number of frequencies

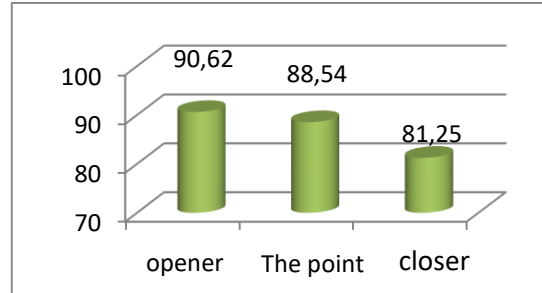
N : number of subjects (respondents)

Furthermore, data processing will be assisted with the Microsoft Excel computer program to make it easier.

## RESULTS AND DISCUSSION

### A. Observation

Based on observations that have been made by researchers, observing performance in the form of a questionnaire distributed to schools as many as 24 respondents with 10 questions, the results obtained from the analysis can be seen in the following diagram.

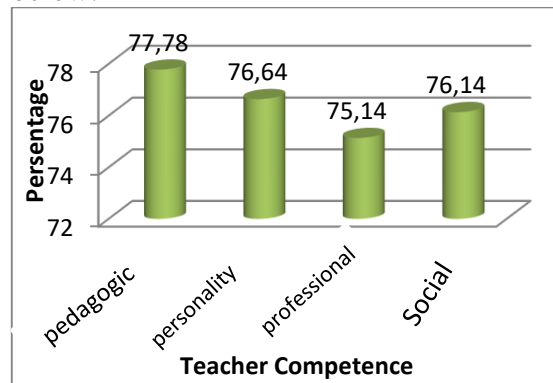


Based on the data above, the data obtained, the opening indicator has a percentage (90.62%), the core indicator has a percentage (88.54%), the closing indicator has a percentage (81.25%) with an average (86, 80%) so it can be concluded that the perception of education staff on the performance of PJOK MGMP SMP teachers in Bengkulu City is good.

### B. Questionnaire

#### 1. General

Based on the questionnaire distributed to schools as many as 24 respondents with 40 questions, the results obtained from the analysis can be seen in the Bar Diagram of the Principal's Perception of the Teacher Performance of PJOK MGMP SMP in Bengkulu City below:



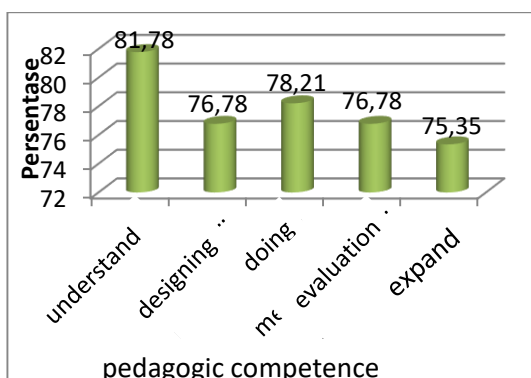
Based on the picture above, the Principal's Perception of the Teacher Performance of PJOK MGMP SMP in Bengkulu City has a good perception of

Pedagogic competence with a percentage (77.78%), a good Principal's perception of Personality competence with a percentage (76.64%), perception a good percentage of professional competence with a percentage (75.14%), and a good perception of social competence with a percentage (76.14%), so it can be concluded that the Principal's Perception of Teacher Performance PJOK MGMP SMP in Bengkulu City has good criteria with a percentage (76.42%).

## 2. Specialy

### a). Pedagogic competence

Based on data obtained from 24 respondents from the Principal on Teacher Performance PJOK MGMP SMP in Bengkulu City, for this Pedagogic competence the author distributed a questionnaire to the respondents as many as 10 items and obtained the following results:

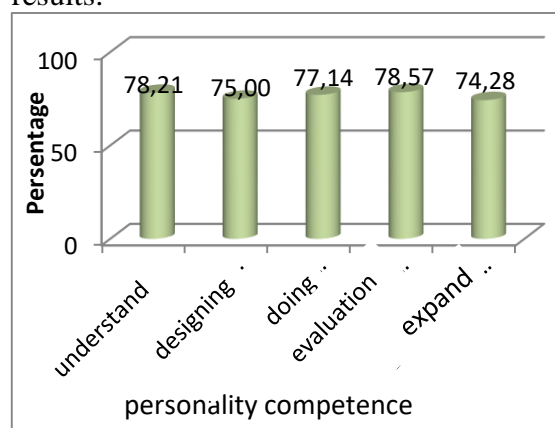


Based on the image data above, the questionnaire that has been filled out by respondents from 10 statement items consists of indicators of being inclusive, acting objectively, and not discriminating. Understanding students with a percentage (81.78%), Having an adult personality with very good criteria with a percentage (76.78%), having an authoritative personality with very good criteria with a percentage (78.21%), having an active personality having criteria that are very good good with percentage (76.78%), Can

be an example or role model has good criteria with percentage (75.35). So it can be concluded that the Principal's Perception of the Pedagogic Competence of PJOK MGMP Middle School Teachers in Bengkulu City has good criteria with a percentage (77.78%).

### b). Personal competence

Based on data obtained from 24 respondents from the Principal on Teacher Performance PJOK MGMP SMP in Bengkulu City, for this Personality competence the author distributed a questionnaire to the respondents as many as 10 items and obtained the following results.

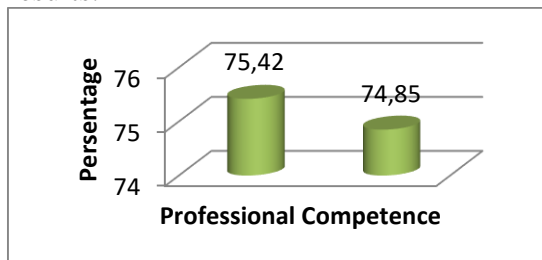


a questionnaire that has been filled out by respondents from 10 statement items consisting of indicators Understanding students have very good criteria with a percentage (78.21%). Designing lessons Having good criteria with a percentage (75.00%), Carrying out learning gets good criteria with a percentage (77.14%), Evaluation of the process and learning outcomes has good criteria with a percentage (78.57%). Developing students have good criteria with a percentage (74.28). So it can be concluded that the Principal's Perception of the Personality Competence of Teachers of PJOK MGMP SMP in Bengkulu City has good criteria with a percentage (76.64%).

### 3). Professional Competence

Based on the data obtained from 24 respondents from the Principal on

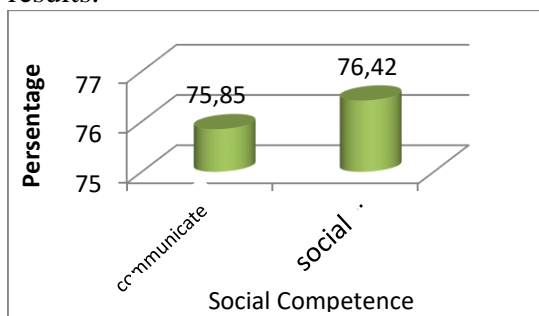
Teacher Performance PJOK MGMP SMP in Bengkulu City, for this Professional competence the author distributed a questionnaire to respondents as many as 10 items and obtained the following results.



Based on the image data above, the questionnaire that has been filled out by respondents from 10 statement items consisting of indicators Mastering the theory of the broad field of study has good criteria with a percentage (73.33%), Mastering the practice of the field of study in the field has good criteria with a percentage (74.85%), So it can be concluded that the Principal's Perception of the Professional Competence of PJOK Teachers in the Junior High School MGMP Teacher Performance in Bengkulu City has good criteria with a percentage (75.14%).

#### 4). Social competence

Based on data obtained from 24 respondents from the principal on teacher performance of PJOK MGMP SMP in Bengkulu City, for this Personality competence the author distributed a questionnaire to the respondents as many as 10 items and obtained the following results.

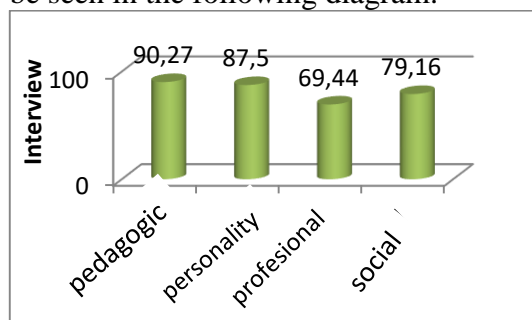


Based on the image data above, the questionnaire that has been filled out by

respondents from 10 statement items consisting of indicators of communicating effectively has good criteria with percentage (75.85%) Associating effectively Has good criteria with percentage (76.42%) So it can be concluded that the Principal's Perception of the Personality Competence of PJOK MGMP Junior High School Teachers in Bengkulu City has good criteria with a percentage (76.14%).

### C. Interview

In this study, data collection was also carried out by means of interviews, using unstructured interviews with 24 respondents, namely with PJOK MGMP teachers, with 10 questions, the results can be seen in the following diagram:



Based on the data in table 12, the data obtained, on Pedagogic Indicators, has a percentage (90.27%), On personality indicators has a percentage (87.50%), professional indicators has a percentage (69.44%), social indicators has a percentage (79.16%), with an average (81.25%) so it can be concluded that the researchers interviewed the teachers of PJOK MGMP SMP in Bengkulu City with very good results.

### DISCUSSION

Based on research observation data, the opening indicator has a percentage (90.62%), the core indicator has a percentage (88.54%), the closing

indicator has a percentage (81.25%) with an average (86.80%) ) so it can be concluded that the perception of education personnel on the performance of PJOK MGMP SMP teachers in Bengkulu City is good. And also supported by the results of interviews obtained data, On Pedagogic Indicators, has a percentage (90.27%), On personality indicators have a percentage (87.50%), professional indicators have a percentage (69.44%), social indicators have a percentage ( 79.16%%), with an average (81.25%) so it can be concluded that the researchers interviewed the teachers of PJOK MGMP SMP in Bengkulu City with very good results, besides that the strengthening of this research was also strengthened by the documentation, in the form of lesson plans, books -books, sports equipment, and others.

Based on the results of the study, it was found that the discussion regarding the Principal's Perception of the Performance of PJOK MGMP Teachers at the Bengkulu City Middle School which consisted of 4 categories, the first was the Pedagogical Competence of PJOK Teachers in the school. ) including very good criteria. It can be concluded that the indicator of Understanding students is the highest percentage (81.78%). Meanwhile, the lowest percentage is the evaluation of the learning process and results (75.35%), with the conclusion that the PJOK teacher is more professional in understanding students in learning, and for closing at the

end of the lesson it is not perfected by evaluation and praying.

Like opinion (Indriani, 2015), Pedagogic competence is the ability of teachers to manage student learning based on an educational approach, so that they carry out their professional functions more effectively. On pedagogic competence,

According to (Hartono, 2018) said pedagogic competence is the ability of teachers related to theoretical mastery and the process of its application in learning. In the RPP on teachers according to (Devina, 2013), "Pedagogic competence is the teacher's ability to manage student learning, which at least includes the following :

- a) understanding of insight or educational foundation,
- b) understanding of students,
- c) curriculum/syllabus development,
- d) learning design,
- e) implementation of educational and dialogical learning,
- f) the use of learning technology,
- g) evaluation of learning outcomes (EBH),
- h) the development of students to actualize the various potentials they have.

The Personality Competence of PJOK Teachers in the school, data obtained from the Principal's Perception with a percentage (89.41 %) including very good criteria. It can be concluded that the indicators of the evaluation of the process and learning outcomes are the highest percentage (78.57%). As for the lowest percentage of developing students

(74.28%), with the conclusion that PJOK teachers have a fairly high sense of progress by evaluating learning so that students are more enthusiastic and understand and master the learning process.

As said in (Estrada et al., 2019) said that the competence of the teacher's personality has a very large influence on the growth and development of the personality of students because the teacher is an example for his students for that a teacher must have a good personality. In the sense of the word teachers are not only required to be able to give meaning to the learning process, but also as a powerful tool or means to form competence and improve the personal quality of students. This personality competency includes several aspects, including the following: (1) fear of God Almighty, (2) have a noble character, (3) have a high work ethic, (4) be open, (5) have a leadership spirit, (6) have the ability to control themselves, (7) have the ability to develop themselves, and (8) have personality integrity. Teacher personality competencies according to the law on teachers and lecturers are competencies related to the personality of a teacher who is solid, has a noble character, is wise and authoritative and becomes an example for students and has noble character. (Huda et al., 2018).

Professional Competence of PJOK teachers in the school, data obtained from the Perception of the Principal Percentage (87.66%) including very good criteria. It can be concluded

that the indicator of Mastering theory in the field of study is the highest percentage (75.42%). Meanwhile, the lowest percentage has mastered the practice of the field of study (74.85%), which means that PJOK teachers are slightly higher in mastering theoretical knowledge than those who are involved in the field.

(Palettei & Sulfemi, 2019) The professional competence of a teacher is a set of abilities that must be possessed by a teacher so that he can carry out his teaching duties successfully. The competencies that must be possessed by a teacher consist of 3 (three), namely personal competence, social competence and professional competence. Nopiyanto et al (2020), Professional competence is the level of teacher proficiency in mastering teaching materials broadly and deeply, including mastery of the curriculum, teaching materials for school subjects and the scientific substance that overshadows the material, as well as mastery of the structure and scientific methodology. The success of the teacher in carrying out his profession is largely determined by the three with an emphasis on teaching abilities.

(Dudung, 2018), argues that professional competence is the ability of teachers to master learning materials broadly and deeply that allows them to guide students to meet the competency standards set, besides that teachers must also be more dynamic and creative in developing the learning process so that students do not get bored during learning.



The Social Competence of the PJOK teachers in the school obtained data with a percentage (88.83%) including very good criteria. It can be concluded that from the indicator associating effectively is the highest percentage (76.42%). Meanwhile, the lowest percentage is communicating effectively (75.85%), thus PJOK teachers are generally smarter and better known to be able to get along with people around them.

As stated (Syafaruddin, 2017)“ Among the most basic social and personal abilities that teachers must master is idealism, namely the noble ideals to be achieved through education.

(Novianti Muspiroh, 2013) In this competency, the teacher understands himself as an inseparable part of society and is able to develop his duties as members of the community and citizens. More deeply, this social ability includes the ability to adapt to the demands of work and the surrounding environment when carrying out their duties as a teacher. Social competence has at least the competence to:

1. Communicate orally, in writing, and sign.
1. 2.Using information and communication technology functionally.
2. Mingle effectively with students, fellow educators, education staff, parents/guardians of students.
3. Associating politely with the surrounding community.

As an educator, a teacher must have a personality that reflects an educator. This is a demand such as personality as an educator is sometimes felt heavier than other professions. The term that is often used is that "teachers can be imitated and imitated". Digugu means that the messages conveyed by teachers can be trusted to be implemented and their lifestyle can be imitated or imitated.

## CONCLUSIONS

Based on the results of research and discussion obtained from 24 school principals, it can be concluded that the Principal's Perception of the Performance of Physical Education Teachers for Sports and Health at MGMP SMP in Bengkulu City on indicators of pedagogic, personality, professional, and social competencies in the good category.

## SUGGESTIONS

Based on the conclusions of the study, suggestions that can be submitted are:

1. To teachers, especially PJOK teachers, prioritize 4 teacher competencies so that teaching activities in schools run better than before and according to what the principal and class teachers want at the school, then PJOK teachers can be an example and motivation for students at the school. the school.
2. Principals are expected to be able to provide motivation, input and occasionally conduct evaluations to determine the teacher's ability to carry out learning at school.

3. Researchers who will conduct research on the same theme are expected to use a larger sample with other variables. So it is hoped that the results of the research that can be obtained will be more maximal.

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