



## PERFORMANCE OF PHYSICAL EDUCATION TEACHERS IN THE NEW NORMAL OF COVID-19

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### Abstract

Based on the safety of the SMPN in North Padang in this new normal time, it is seen that the physical education teacher's performance of sports and health is still low. This research aims to find out how physical education teachers' performance of sports and health is seen from the new normal learning planning, the implementation of new normal learning and a normal new time learning evaluation. This type of research is combined research (Mixed Method), the first step in the study with quantitative methods, while the second step is using qualitative. In this study, the research study was conducted using the total sampling technique. Techniques of data collection process using interviews, polls, and documentation. Data analysis techniques used in triangulation. The results of this research show, judging by the normal new time Learning Plan (28.57%) Category is not good. For a fairly valued category (28.57%). For a good category of worth (28.57%), for the category is very well worth (0.00%). Implementation of the new Normal learning (0.00%) Category is not good. For a fairly valued category (42.86%). For good category worth (42.86%), for very good category worth (0.00%) Evaluation/assessment of the new normal study (28.57%) Category is not good. For a fairly valued category (42.85%). For good category worth (14.29%), for the category is very well worth (0.00%). As for the qualitative results of interviews conducted with the physical education teachers at the SMPN of North Padang City, it is stated that the learning planning of physical education and sports teachers is good enough for the implementation of learning in the new normal can be categorized as a lack of good, for the evaluation/assessment of learning in the new normal future.

## INTRODUCTION

Education is exciting thing to discuss in human life. The faster the times change, education is required to keep up with it. Education is a very important and inseparable part of preparing intelligent and skilled human resources. Therefore it can be stated that education is an important thing in a country as in Law no. 20 of 2003 article 1 point 1 on the National Education system explains that: Education is a planned, conscious effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble morals and skills that are needed by themselves, society, the nation, and the State. Education is aimed at everyone from young children to adults. Education comes not only from school but can also come from social interactions that occur in social life. In addition, education is not limiting in terms of age because education is intended for all groups and all ages. This, of course, makes us aware of the importance of education for life. However, in reality, until now, it can be stated that the success of education in Indonesia has not yet achieved maximum results. It is proven by the discriminatory education policies in Indonesia. There are many cases of cheating among students and other cases of cheating that often occur in the world of education.

The world of education is a world that is full of the learning process. The learning process is the core of activities that can be used to measure the success of an educational effort. In a learning process, a learning program will emerge from each subject. Therefore, it can be stated that a successful educational effort is an educational effort that takes into account the quality of the learning process in the

form of implementing learning programs compiled by the teacher concerned. There are various factors that influence the success of education, including teachers, students, infrastructure, educational environment, and curriculum. Of these various factors, teachers in the learning process at school occupy a very important position without neglecting other supporting factors. The teacher as an object of education greatly determines the success of education itself. The teacher is the main implementation in the educational learning process to answer the need for quality human resources who can play a professional role in society. Therefore, the renewal of the educational process requires very high teacher performance. Teachers' performance in schools is manifested through the ability to educate, teach and train students in the learning process. The learning process will run well if it is supported by teachers who have high competence and performance because teachers are the spearhead and implementers of the education of children in schools and as curriculum developers.

According to Kresna Yahya (Alam, 2020), he assessed that the education system demanded adaptation during the Covid-19 pandemic. Educators or teachers were forced to implement new learning methods according to the new normal. When they came to class, the teacher explained the existing material and just discussed it. Requires new attitudes and efforts in carrying out learning methods in schools. Therefore, teachers' performance in the educational process must provide more direct practices to students and assess competency based on values.

Thus, the learning process that is managed with quality teacher performance will produce quality human resources (Permadi & Arifin, 2013). In line with this, there needs to be a government policy to

realize the expected performance of physical education teachers. The education office in Padang City is very responsible for fostering it. School heads can exercise total authority and responsibility in administering education in schools. Teachers greatly determine the success of a country's education. Various studies and research results that describe the strategic role and determine the teacher's role in delivering the role of strategy and determining teachers in delivering the success of education in a country can be explained, such as the success of school discussions is largely determined by the teacher because the teacher is the leader of learning, facilitator and at the same time is a learning initiative center.

In the learning process, the tasks that must be done by the teacher are to master, plan, implement learning and carry out learning evaluations (Barnawi & Arifin, 2012). Plans made by the teacher must be in accordance with the concepts of education and learning contained in the curriculum. This planning is a thought about what is carried out in learning to create a system that allows the learning process to occur and can bring students to achieve the expected goals. Furthermore, the evaluation is carried out to measure the degree of achievement of the objectives and the effectiveness of the learning process being carried out. Evaluation is a feedback process that becomes the basis for improving the learning system. In order for evaluation activities to achieve maximum results, the evaluation must be carried out continuously.

Teachers must also have competence as learning agents at the primary and secondary education levels as well as early childhood education, including a) pedagogical competence, b) personality competence, c) professional competence, and d) social competence. These

competencies are listed in the explanation of Government Regulation No. 19 article 28 paragraph 3 of 2005, including 1) pedagogical competence, 2) personality competence, 3) social competence, and 4) professional competence (Presiden RI, 2005). Thus the responsibility and role of teachers are very large in the learning process, so that teachers are required to understand the components of teacher performance, continue to learn, and develop themselves in order to have high competence in explaining their profession, which ultimately achieves high performance. This is not much different from physical education teachers who need to improve high performance supported by competencies that are in accordance with the standard facilities to support the adequate physical education learning process (Husdarta, 2009).

The education system with the new normal Covid-19 period, which has become a global pandemic, is currently demanding the government through the Ministry of Education and Culture with a circular number 36962/MPK.A/HK/2020 regarding online learning and working from home in the context of prevention of Covid-19 for teachers and for students at all levels throughout Indonesia (Kemendikbud, 2020). So that indirectly, the school in a short time must think of a distance learning strategy in accordance with the competencies possessed by each school, both the competence elements of teachers, students, parents, and the facilities owned. The strategies implemented by the school are, of course, diverse and not without obstacles. For schools that are accustomed to implementing digital or online-based learning, it is certainly not a problem, especially for teachers who are proficient in carrying out portfolio assessments with a variety of varied tasks so that they do not become a burden for students who are

currently. This is also complained by parents that when accompanying students to study at home is a burden for parents who do not have sufficient educational background or adequate facilities and facilities.

Researchers who are also included in the social situation of physical education teachers in junior high schools in North Padang sub-district, Padang City, see that the performance of physical education teachers still needs to be improved as a teacher seen from planning, implementation, and evaluation/assessment. Regarding lesson planning, teachers still do not plan well, such as incomplete learning tools such as lesson plans, syllabus, facilities, and infrastructure are still incomplete. Based on the implementation of learning, the researcher saw that some teachers of sports and health education in teaching were still confused because of the current situation.

During the new normal Covid-19 period in Indonesia, for example, SMPN Padang City was forced to study from home because face-to-face learning was eliminated to prevent Covid-19 transmission. Even though not all students, students and students are accustomed to learning online. Moreover, many teachers are not yet proficient in teaching using internet technology or social media, especially in various regions. Nowadays, Work From Home (WFH) is the dream of many people, especially for the current millennial generation. They don't need to get up early, then take a shower and get ready to go to the office by crashing into traffic jams that take up a lot of time. It is enough just to wear simple clothes then open your laptop from home and work. The current world situation WHO has announced about the Covid-19 virus pandemic around the world. This is a strategic step taken by the government to

prevent the coronavirus outbreak that is increasingly widespread in Indonesia today. This policy has reaped many pros and cons, especially for teachers.

The Ministry of Education & Culture of the school began implementing a policy of teaching and learning activities from a distance or online learning. With this, the teacher will think of tricks to face students so that students continue to learn at home properly and correctly. Teacher performance really needs to be applied in this new normal period, especially in learning planning, implementation of learning, and evaluation in learning. Physical education teachers as creators and motivators in the learning process. Therefore physical education teachers need to develop a learning atmosphere (Hendri & Nasution, 2013). which is more attractive to students so that students can express their interest and passion for learning.

Based on the results of the discussion above, it is necessary to have the performance of physical education teachers who are able to provide accurate information for students by implementing learning planning, implementing learning, and evaluating learning as creatively and easily as possible so that students are not difficult to understand what material is provided. While some teachers still have a lot of weaknesses during the new normal Covid-19 when it comes to learning planning, implementation of learning and evaluation/assessment. Until now, there has been no research in the form of a thesis that has conducted research on the performance of physical education teachers in the new era. Normal Covid-19 in Padang Junior High School north of Padang City. Therefore this study will focus on knowing the performance of physical education teachers in the new normal Covid-19 era of junior high schools in North Padang District.

## METHODS

This research is a type of research using quantitative-qualitative methods (mixed methods). According to Creswell in Sugiyono (2011:404) Combined research method is an approach to research that combines or links between quantitative and qualitative research methods. The research design used is a sequential explanatory design or a combination research model. Combined research with sequential explanatory design is research that combines quantitative and qualitative research methods sequentially, where in the first stage, the research is carried out using quantitative methods (a numeric in frequency and percentage type) and in the second stage is carried out using qualitative methods (explanation type). This research was conducted in all junior high schools in North Padang District, Padang City. The total number of schools in which the research was conducted was 3 State Junior High Schools. This research was conducted in July - August 2020. In this study, the instrument used was a questionnaire. The questionnaire was a closed questionnaire so that respondents simply chose the answers provided. The data collection techniques that the researchers would use at an early stage were (qualitative methods). Furthermore, the techniques used in this study are (qualitative methods) to prove to deepen and expand the data obtained from quantitative, then the researcher collects data through (1) questionnaire, (2) interviews, and (3) document analysis (Arikunto, 2010; Moleong, 2012; Sugiyono, 2011). The validity of the data was carried out using triangulation techniques. Triangulation technique is a technique of checking the validity of data that makes use of something else (Arikunto, 2010; Moleong, 2012).

Outside, the data is for checking purposes or as a comparison to that data.

## RESULT

### 1. Performance of Physical Education Teachers Based on Learning Planning in the New Normal Period

Based on data obtained from 7 sports and health education teachers at SMPN North Padang, in the research that the researchers conducted, the researchers distributed ten questionnaires to the respondents of sports and health education teachers at SMPN North Padang, so that quantitative results were obtained as follows:

**Table 1.** Percentage of Physical Education Teacher Performance from Learning Planning in the New Normal Period

No	Score Interval	Frequency	Percentage	Category
1	>46	0	0,00%	Very good
2	43-45	2	28,57%	Good
3	40-42	2	28,57%	Enough
4	37-39	2	28,57%	Not good
5	<36	1	14,29%	Not very good
Total		7	100	

Based on the table data above, it can be concluded from the interpretation of the learning planning score in the new normal period obtained from the physical education teacher, which is seen from the interval score > 46, which amounts to no people with a percentage of 0.00% in the very good category, for an interval score of 43-45 with a total of 2 people with a percentage of 28.57% with a good category, for an interval score of 40-42 which amounts to 2 people with a percentage of 28.57% with a sufficient category, for an

interval score of 37-39 with a total of 2 people with a percentage of 28.57% in the bad category, while at the interval score <36 with a lot of 1 person with a percentage of 42.29% in the very bad category. Thus it can be concluded that the performance of physical education, sports, and health at SMPN North Padang, Padang City, when viewed from the indicators of learning planning in the new normal period, is categorized as good enough (51.62%).

Furthermore, using qualitative methods. At the interview stage conducted by researchers to physical education teachers of sports and health at SMPN North Padang, Padang City related to lesson planning is categorized quite good, this can be seen from the results of interviews conducted with physical education teachers, teachers of other subjects and the principal at SMPN North Padang, Padang City, explained that "Planning in the learning of physical education is very important, especially for learning physical education, sports and health are very important. In the interview, he also explained that planning in physical education learning is very important, and the planning of physical education teachers has not been in accordance with the demands of the learning implementation plan and syllabus in the new normal era. And the planning carried out by the physical education teacher has been carried out but has not yet said that it still needs improvement.

From the results of the interviews that the researchers obtained, it can be concluded that so far, sports and health education teachers carry out fairly good lesson planning. This was expressed by several physical education teachers, school principals, and teachers of other subjects at SMPN North Padang, Padang City.

## 2. Performance of Physical Education Teachers Based on Learning

### Implementation in the New Normal Period

Based on data obtained through physical education teachers at SMPN North Padang, Padang City, in this study, the authors distributed a questionnaire to respondents as many as 10 question items so that it can be obtained as follows:

**Table 2.** Percentage of Performance of Physical Education Teachers from Learning Implementation in the New Normal Period

N	Score Interval	Frequency	Percentage	Category
1	>43	0	0,00%	Very good
2	38-42	3	42,86%	Good
3	33-37	3	42,86%	Enough
4	29-32	0	0,00%	Not good
5	<28	1	14,28%	Not very good
Total		7	100	

Based on the table data above, it can be concluded from the interpretation of the learning implementation score in the new normal period obtained from the physical education teacher, which is seen from the interval score > 43, which amounts to 0 people with a percentage of 0.00% in the very good category, for interval score 38-42 with a total of 3 people with a percentage of 42.86% with a good category, for an interval score of 33-37 totaling 3 people with a percentage of 42.86% with a sufficient category, for an interval score of 29.32 with a total of 0 people with the percentage of 0.00% is not good, while at the interval score < 28 with a lot of 1 person with a percentage of 14.28% in the very bad category. Thus, it can be concluded that the performance of physical education, sports, and health at SMPN North Padang, Padang City, when viewed from the indicators of the implementation

of learning in the new normal period, is categorized as poor (28.57%).

The next step is to use a qualitative form. At the interview stage conducted by researchers to physical education teachers of sports and health at North Padang State Senior High School, Padang City related to the implementation of learning in the new normal period was categorized as poor, this can be seen from the results of interviews conducted by researchers to several sports and physical education teachers. the health of school principals and teachers of other subjects at SMPN North Padang, Padang City.

The interview conducted explained that the learning of physical education teachers in the new normal period, it was carried out using applications. Physical education teachers also in learning always take advantage of existing facilities in schools such as wifi and school computers. In learning that is carried out in the new normal period, it always conditions that are conditional in learning so that students do not feel bored studying at home.

Teachers of physical education can always think creatively even though learning physical education is no longer in the field and but conducts physical education for sports and health at home through videos and applications provided. Physical education teachers always provide motivational words to students both offline and online learning.

From the results of the interviews the researchers obtained, it can be seen that so far, sports and health education teachers have not been good at implementing learning in the new normal period.

### 3. Performance of Physical Education Teachers based on Evaluation/Assessment

Based on data obtained through physical education teachers at SMPN North Padang, Padang City, in this study, the

authors distributed a questionnaire to respondents as many as 9 question items so that it can be obtained as follows:

**Table 3.** Percentage of Physical Education Teacher Performance from Learning Evaluation in the New Normal Period

No	Score Interval	Frequen cy	Percentag e	Catego ry
1	>37	0	0,00%	Very good
2	33-36	1	14,29%	Good
3	29-32	3	42,85%	Enoug h
4	25-28	2	28,57%	Not good
5	<24	1	14,29%	Not very good
Total		7	100	

From the interpretation of the learning evaluation score in the new normal period obtained from the physical education teacher, it is seen from the interval score > 37, which amounts to 0 people with a percentage of 0.00% in the very good category, for the interval score 33-36 with the number 1 person with a percentage of 14.29% in a good category, for an interval score of 29-32, amounting to 3 people with a percentage of 42.85% with a sufficient category, for an interval score of 25-28 with a total of 2 people with a percentage of 28.57% for the category not good, while the interval score <24 with a lot of 1 person with a percentage of 14.29% in the very bad category. Thus it can be concluded that the performance of physical education, sports, and health at SMPN North Padang, Padang City, when viewed from the indicators of learning evaluation in the new normal period, is categorized as poor (28.57%).

The next step is using qualitative methods, at the interview stage conducted by researchers to physical education

teachers at SMPN North Padang, Padang City related to the evaluation of learning which is categorized as poor, this can be seen from the results of interviews conducted by researchers to several physical education teachers, sports, and health of school principals and teachers of other subjects at SMPN North Padang, Padang City.

Physical education teachers in evaluating the assessment have carried out the assessment, but the assessment carried out by physical education teachers in the new normal period is not very effective because, in this period, the physical education teachers find it difficult to provide effective scores. The physical education teachers have indeed carried out assessments of students, but the assessments made during the semester exams only and the physical education teachers in making questions have not been full with the material that has been taught.

From the results of the interviews that the researchers obtained, it can be seen that so far, sports and health teachers in evaluating/conducting assessments can be done poorly in the new normal period, this can be revealed from several schools as well as information from sports and health teachers of school principals and subject teachers. at SMPN North Padang, Padang City.

#### 4. Performance of Physical Education Teachers at North Padang Junior High School, Padang City during the New Normal period

Quantitative data on the performance of sports and health teachers at SMPN North Padang, Padang City using a questionnaire with a total of 45 statement items. Based on data obtained from 7 respondents from sports and health education teachers of SMPN in North Padang District, Padang City. In this study, the authors distributed a questionnaire to

respondents as many as 45 items, and from these data, the results were:

**Table 4.** Percentage of Performance of Physical Education Teachers (Score Interpretation)

N	Score Interval	Frequency	Percent age	Category
1	>121	0	0,00%	Very good
2	111-120	2	28,57%	Good
3	101-110	3	42,85%	Enough
4	91-100	1	14,29%	Not good
5	<90	1	14,29%	Not very good
Total		7	100	

From the interpretation of the performance score of physical education teachers, it is seen from the interval score > 121, which amounts to 0 people with a percentage of 0.00% in the very good category, for the interval score 111-120 with a total of 2 people with a percentage of 28.57% with good category. The 101-110 interval score, amounting to 3 people with a percentage of 42.85% in the sufficient category. For the interval score 91-100 with the number of 1 person with a percentage of 14.29%, the category is not good. Whereas in the interval score < 90 with a lot of 1 person with a percentage of 14.29% in the very bad category. Thus it can be concluded that the performance of physical education teachers in the new normal period at SMPN North Padang, Padang City, when viewed from the learning planning in the new normal period, the implementation of learning in the new normal period, and the evaluation/assessment of learning in the new normal period is less good or around 28,57%.

## DISCUSSION

The performance of physical education teachers is one of the most important in supporting the creation of an effective educational process, especially in building a disciplined attitude and the quality of student learning outcomes. However, when a physical education teacher fails in lesson planning, learning implementation and evaluation/assessment of students often makes a physical education teacher become discouraged, discouraged and lazy in carrying out the learning process for students in this new normal period.

The performance of physical education teachers in addition to learning planning, implementation of learning and evaluation/assessment is also inseparable from the three domains that must be owned by a physical education teacher, namely cognitive, affective and psychomotor (Budiningsih, 2015; Hamalik, 2006; Widoyoko, 2009).

### 1. Cognitive Domain

Cognitive is the ability that includes knowledge (brain) and, more importantly, reasoning and the ability to solve problems. Cognitive aspects in physical education subjects not only include factual knowledge but include understanding the symptoms of movement and its principles, including those related to the scientific foundation of physical education and the benefits of filling spare time.

The ability to think of a physical education teacher certainly plays a very important role in carrying out his duties as a teacher in the new normal period both from lesson planning, learning implementation, and learning evaluation/assessment whose demands do improve performance as a teacher thus the thinking ability of a physical education teacher sports and health

include the ability to remember, solve problems, of course, teachers are required to be able and adept at connecting and combining several methods, ideas, ideas or procedures that will be conveyed to students.

### 2. Effective Domain

This domain is effective with regard to attitudes, behavior, and values because this effective domain includes behavioral traits such as feelings, interests, attitudes, emotions, and values. A physical education teacher certainly cannot be separated from the affective aspect because his teaching behavior is, of course, very much observed by students because this concept is the foundation of personality as a physical education teacher, and it is believed to have something to do with the behavior of students in their school environment.

Emotional intelligence includes several very important traits, namely self-control, the ability to motivate oneself, persistence, to empathy in the learning process carried out. Affective aspects in learning physical education, sports, and health are very important assets for a teacher both in the implementation of learning and in the evaluation/assessment of learning.

### 3. Psychomotor domain

The psychomotor domain is a domain related to the skills (skills) of psychomotor learning outcomes, which is actually a continuation of cognitive learning outcomes and effective learning outcomes. The psychomotor domain is related to physical activities such as running, jumping, hitting, and so on in learning physical education. A teacher must involve physical activity and at the same time have the character of forming the mastery of the movement of skills itself. In the implementation of learning and assessment of a physical

education teacher cannot be separated from this domain because it is very important this domain is considered very important for the implementation of learning and assessment in learning so that The performance of physical education teachers can be said to be good if they are able to apply this psychomotor domain as well as develop it in learning.

The performance of physical education teachers can also be illustrated by the work performance of the various competencies that they do. The better the quality to be achieved, the more optimal ability is needed to do the job. This job can be completed properly depending on their creativity, initiative, ability to organize work, and persistence in their work and cannot be separated from three indicators, including lesson planning, learning implementation, and learning evaluation/assessment.

#### 4. Learning Planning

Planning is the process of determining and utilizing resources in an integrated manner which is expected to support activities and efforts that will be carried out efficiently and effectively in achieving goals. Planning is the process of compiling subject matter, using teaching media, using teaching approaches or models in a time location that will be implemented in the next semester to achieve the objectives that will be found.

The task of a physical education teacher is first to plan lessons. Lesson planning must be made as well as possible because good planning will bring good results as well. Physical education teachers are required to make a learning implementation plan at the beginning of the year or at the beginning of the semester according to a predetermined school work plan.

The Learning Implementation Plan is a plan that uses procedures and organizing learning to achieve a basic competency set out in the content standard and has been described in the syllabus. The scope of the Learning Implementation Plan covers 1 (one) basic competency consisting of 1 (one) ) or several indicators for 1 (one) or more meetings. The Learning Implementation Plan components at least include the Learning Implementation Plan identity, Competency Standards, Basic Competencies, indicators, learning objectives, learning materials, learning methods, learning steps, resources, learning tool materials, and assessment of learning outcomes.

In principle, learning planning includes the following: 1) Determining what the teacher will do, when and how to do it in implementing learning, 2) Limiting the objectives or basis for specific instructional objectives, and determining work implementation to achieve maximum results through planning learning targets, 3) Developing alternatives in accordance with the learning strategy, 4) Collecting and analyzing information that is important to support learning activities, 5) Preparing and communicating plans and decisions related to learning.

Thus it can be concluded that the performance of a physical education teacher can be seen, namely by planning to learn, because planning is very necessary for terms of learning. In this case, a physical education teacher is responsible for the prescribed planning.

Based on the findings conducted by researchers through interviews with physical education teachers at SMPN North Padang, Padang City, planning is very important to be expressed by most physical education teachers. Most of the results in interviews conducted by researchers to Physical education teachers through

interviews show that the planning for physical education teachers at SMPN North Padang, Padang City is categorized as not good.

a. Implementation of Learning in the New Normal period

Implementation of learning is said to be effective when students are seen actively. A teacher must have competence in learning, the main task of the teacher is to condition the environment so that it supports behavior change and the formation of student competencies, then a physical education teacher in the new normal period must be able to make learning models so that learning can be enjoyed by students. Learning activities when there is educational interaction between students and teachers, this activity is a real face-to-face activity. The teacher carries out face-to-face or learning with the following stages:

- 1) Initial face-to-face activities
- 2) Face to face activities
- 3) The final activity face to face

b. Evaluation/Learning Assessment

Evaluation of learning outcomes is carried out to determine changes in behavior and the formation of student competencies that can be done with class assessments. For the implementation of an effective and efficient learning process, each educational unit must carry out class assessments, general exams, and final exams(Widoyoko, 2009).

1. Daily test, a daily test is carried out after each learning process in a specific discussion unit or competency.
2. General tests, general tests carried out together for parallel classes and generally carried out collectively.
3. The final test is carried out at the end of the educational program. The materials tested include all

learning materials that have been given with an emphasis on the materials given to students.

The description above explains that class assessments absolutely must be carried out by physical education teachers to determine the progress and learning outcomes of students, diagnose learning difficulties, provide feedback, improve the learning process and form student competencies and determine class progress.

Based on the findings carried out by researchers through interviews with physical education teachers at SMPN North Padang, Padang City, the evaluation/assessment carried out by physical education teachers is mostly the results of these interviews indicate that the evaluation/assessment carried out by the teacher sports and health education at SMPN North Padang, Padang City is categorized as not good.

The results of the analysis of the performance of physical education teachers in the new normal era at SMPN North Padang, Padang City, provide information that most of the performance of physical education is not good. A teacher must be required to have a good performance. The teacher's performance referred to here is ability. And the efforts of teachers to carry out their duties as well as possible in planning learning programs, implementing learning activities, and evaluating/assessing learning in the new normal period. A teacher must have the academic ability and ability to develop his profession and package the learning he does so that it can run effectively and efficiently, directed and glued. In carrying out his professional duties, a teacher must be obliged to plan to learn, carry out a quality learning process, and evaluate or assess the results of learning.

A teacher is also required to develop academic qualifications, which of course,

must be in line with the development of science, technology and integrated into carrying out his professional duties. A teacher must be obliged to plan to learn, carry out a quality learning process, and evaluate or assess the results of learning. A teacher is also required to develop academic qualifications, which of course must be in line with developments in science, technology, and art.

Learning management must meet the expected criteria in designing learning planning and implementing learning, namely the form of presenting positive interactive activities between teachers and students both while doing learning and outside learning. Then design the implementation of the evaluation of student learning outcomes where the goal is to find out the results of the achievement of the subject matter delivered during the learning process.

The description above explains that a teacher must be responsive to changes for the sake of changes in performance; that is what is called a creative, innovative, and participatory teacher and is responsible for educating the nation's life. Such resources are needed in improving the quality of education in general and the quality of education in a creative way to empower the potential that exists in preparing teaching and learning activities.

#### 1. Performance of Physical education Teachers

From the quantitative data and interviews obtained with several indicators of the performance of physical education teachers, information is obtained that:

##### a. Learning Planning in the New Normal Period

The results obtained in research at SMPN North Padang about learning planning in the new normal period were in a bad category or worth (47.62%), for the moderate category was worth (23.81%), for

the good category was valued (19.09%) , for the very good category, it is worth (9.52%). Thus, where the largest percentage of planning is said to be bad, it is worth (47.62%). Then from the qualitative data in accordance with the results of interviews conducted with physical education teachers at SMPN North Padang, Padang City, it shows that most of the performance of physical education teachers from planning is said to be quite good. Interview guidelines (attachment).

##### b. Implementation of Learning in the New Normal period

The results obtained in the research at SMPN North Padang, Padang City about the implementation of learning in the new normal period were in the good category worth (42.86%), for the moderate category it was worth (28.57%), for the bad category it was worth (23.81%), for the very bad category (4.76%). Thus, it can be concluded that from each implementation of learning for sports and health education teachers at SMPN North Padang, Padang City is good. Then from the qualitative data, according to the results of interviews conducted with education teachers sports and health at SMPN North Padang, Padang City, shows that most of the performance of physical education teachers from the implementation of new normal learning is said to be poor. Interview guidelines (attachment).

##### c. Evaluation / Assessment

The results obtained in the research at SMPN North Padang, Padang City, regarding the evaluation/assessment of learning in the bad category were valued (42.86%), for the moderate category was valued (23.81%), for the good category was valued (23.81%), for the very good category worth (9.52%). Thus it can be concluded that in terms of evaluation/assessment of the performance of physical education teachers at SMPN North Padang, Padang City is not good.

Then from the qualitative data, according to the results of interviews conducted with physical education teachers show that most of the performance of education teachers sports and health from the evaluation/assessment of learning in the new normal period are said to be less good. Interview guide (attachment).

Thus the performance of physical education teachers referred to in this study consists of three indicators, including learning planning in the new normal period, implementing learning in the new normal period, and evaluating/assessing learning in the new normal period.

## CONCLUSION

Based on the findings and results of data analysis described in the previous section, the conclusions of the study are as follows: 1) The performance of sports and health education teachers at SMPN North Padang, Padang City in the new normal period, seen in terms of learning planning, is (28.57%) category not good. For the category is quite equal (28.57%). For the good category it is worth (28.57%), for the very good category it is worth (0.00%). 2) The performance of the physical education teachers at SMPN North Padang, Padang City in the new normal period, in terms of the implementation of learning, was (0.00%) in the bad category. For the category is quite worth (42.86%). For the good category it is worth (42.86%), for the very good category, it is worth (0.00%). 3) The performance of the physical education teachers at SMPN North Padang, Padang City in the new normal period in terms of evaluation/assessment of learning (28.57%) category is not good. For the category is quite worth (42.85%). For the good category it is worth (14.29%), for the very good category it is worth (0.00%). Thus the performance of physical education teachers

seen from quantitative data as described above shows that from lesson planning, implementation of learning, and evaluation/assessment of learning, it can be concluded that the performance of physical education teachers is not good (28.57%).

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