



## **The Influence of Pedagogic and Professional Competencies on the Performance of Physical Education Teachers of Elementary Schools in Padang**

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### **Abstract**

The goals of this research was to analyze the Influence of pedagogic and professional competencies, and its effect on the performance of the Physical Education teacher of the Elementary School level in Padang, West Sumatra. This study applies the causal associative method, and uses 54 samples. The data collection techniques using tests and questionnaires. The data is processed by using the IBM SPSS software application. The result of this research shows that from 54 physical education teachers who have competence in the poor category, 63.45%, consisting of pedagogic competence 64.87% is in the less category, and 64.43% professional competence is in the less category. For male teachers, pedagogic and professional competencies are correlated with teacher performance. The data also shows that there are differences in the relationship and influence between the pedagogic and professional teachers of male and female teachers. Based on the analysis, we could make the conclusion that the pedagogical and professional components are the main factors regarding the success of the performance of physical education teachers at the elementary school level in the city of Padang, West Sumatera.



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## INTRODUCTION

Teacher competence is an important component in efforts to improve students' achievement at school. This can be seen from the various efforts to document and improve children's readiness for school carried out in investments and research conducted to improve teacher competence (Hamre et al., 2012). Physical education and health teachers in elementary schools in Padang as the spearhead of educators in schools are required to have good pedagogic competence and professionalism. It is, as Arthur explains, that it has been identified as an amalgamation of specialist knowledge, autonomy and service and a commitment to career-long learning (Arthur, 2009). Although the concepts of pedagogy and professionalism are shifting from concrete things (Judge, 2015), it can be said that academics are professionals. Their work involves a high level of expert knowledge (Masrifah et al., 2019)

Related to academic freedom (Blomqvist, 1997), within an agreed framework, teachers also have individual autonomy in how they teach and research (Trowler, 1998). They provide services to their students, their community of practice and society as a whole, through the expansion of knowledge and understanding (Hoecht, 2006), supported by pedagogical and professional ethics (MacFarlane, 2001). Their work requires an ongoing focus on learning, through developing their own knowledge and skills and those of others (Knights, 2002)

The teacher competency assessment system, is a system for assessing evidence-based competence, which was created to assess the competency level of teachers, individually in carrying out their main role as professional teachers. Assessment of teacher competence is expected to have a

positive impact towards improving and increasing teacher professionalism, which must also have an impact on increasing the abilities and achievements of students (Purnomo, 2017). Competence or performance according to Armstrong "it is a record of a person's accomplishments" (Armstrong, 2000). In terms of performance, competence is a combination of behavior shown by a person. It can be said, teacher competence as a result obtained by a teacher, in carrying out the tasks assigned to him, and becomes the responsibility of the teacher based on experience, skills, and sincerity within a certain period of time.

The importance of teacher assessment cannot be overstated (Monyatsi, 2009), because it is very important to improve the professionalism and social skills of the teacher himself (OECD, 2013). Teachers are considered the key to quality education because quality education is seen as a means for economic development. Teacher competency assessment, however, has evolved over time in an effort to find the most appropriate and effective way to measure teacher competence in improving teaching, both pedagogical and professional competencies. (Day, 2018).

This research focuses on the pedagogic and professional aspects to see academic competence. This is an interesting field of study because it is considered an important element in understanding the quality of teacher competence (Cardoso et al., 2011). The influence of these factors on academic competence has not previously been tested in the context of junior high schools which historically has not been carried out in Padang City. In fact, over the course of their careers, teachers are increasingly entangled in pedagogical and professional competency development activities targeting different areas of teaching which

take different forms. Recently, emphasis has been placed on developing and supporting physical education teachers to grow pedagogically and professionally in terms of competence.(Tokuhama-Espinosa, 2009). Therefore, this article focuses on reviewing the competence of elementary school physical education teachers in Padang.

## **METHODS**

Methods of research refers the researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives. This is correlational research, applying the causal associative method. This research aimed to prove the Influence of pedagogic and professional competencies, and its effect on the performance of the Physical Education teacher of the Elementary School level in Padang, West Sumatra.

### **Participants**

The participants of this research were teachers of elementary school in Padang. Data collection is a process for getting information from a sample or respondent. The data in this research originated from a sport education teacher of elementary school in Padang City. The number of samples was 54, consisting of 35 for men, and 19 for women.

### **Sampling Procedures**

Sample in this research was the sport education teacher in Padang city. This research using simple random sampling, where the data collection was taken randomly without regard to the classification or strata that exist in the population (Barlian, 2018). The population in this study was 54 public elementary school teachers in Padang were taken randomly.

## **Materials and Apparatus**

The data from the teacher were taken using tests and questionnaires. To prove the proposed hypothesis, measurements related to pedagogy and professional competence are carried out (Bui et al., 2019; Fiske et al., 2007). To obtain information about the influence of the teacher competency variable, the data collected in this study were primary data taken from the sample. The instrument used for data collection in this study was the teacher competency test Physical Education (Masrun, 2020).

## **Design or Data Analysis**

First, data analysis facilitated researchers theologially searching, organizing, synthesizing, and converting data from questionnaires and test results, which could be managed and assist researchers in understanding the phenomena under investigation.(McMillan J, 2006; Orme & Shemmings, 2010). Second, a summary of the data was carried out through frequency distribution, tables and percentage, displayed in tabular form, then analysis with correlations and regression, using IBM SPSS software.

## **RESULT**

In this chapter, a description of the variables studied was described, which consists of teacher competence variables consisting of pedagogic and professional competencies. The results of research data processing were presented as follows:

**Table 1.** Description of Physical Education Teacher Competency Test

Target Variable	M ± SD	%	Category
<b>Pedagogic</b>	62 ± 5.31	63.45	Not enough
Mastering the character of students	57±9.76		
Mastering educational theory	64±11.10		
Developing curriculum	63±9.60		
Implementing PBM that educates	63±17.34		
Using ICT in learning	71 ± 20.21		
Developing the potential of students	61 ± 22.82		
Communicate effectively, empathically and politely to students	67 22.87		
<b>Professional</b>	63±5.24	64.87	Not enough
Mastering the material structure and concepts	61±5.46		
Mastering the material structure and concepts	61±31.3		
Develop learning materials that are fostered creatively	66 ± 31.3		
Develop sustainable professionalism with reflective actions	45±26.1		
Valid. Teacher Competence	64±5.32	64.43%	Not enough

Notes: mean, standard deviation, percentage, category

From the data above, from 54 physical education teachers who have competence in the poor category, 63.45%, consisting of pedagogic competence 64.87% is in the less category, and 64.43% professional competence is in the less category. Based on the basic characteristics of the teacher, gender is arranged, as well as the urgency of showing their differences.

**Table 2.** Variables, components of teacher competence and gender

Variable	Gender	N	M ± SD	P-Value
Pedagogy	Man	35	65.96 ± 4.59	0.000
	Woman	19	67.35 ± 4.81	
Professional	Man	35	67.19 ± 3.29	0.000
	Woman	19	73.12 ± 1.82	
Teacher Competence	Man	35	71.5±7.98	0.000
	Woman	19	63.85 ± 3.91	

The difference between men and women in the competence of teachers on pedagogic and professional competencies tested has not been maximized.

**Table 3.** Differences in the relationship and influence between pedagogy and professional competencies and on the performance of elementary school physical education teachers

Target Variable		Difference		R2
		Pedagogy	Professional	
Pedagogy (M)	Pearson	0.531**	0.524**	28.2%
	Sig. (2-tailed)	0.005	0.005	
	N	35	35	
Pedagogy (F)	Pearson	0.502**	0.416*	14.3%
	Sig. (2-tailed)	0.002	0.034	
	N	19	19	
Professional (L)	Pearson	0.483*	0.504**	23.3%
	Sig. (2-tailed)	0.012	0.005	
	N	35	35	
Professional (F)	Pearson	0.581**	0.513**	25.8%
	Sig. (2-tailed)	0.005	0.005	
	N	19	19	

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The metric table above shows that male pedagogic and professional competencies are correlated with teacher performance. The data shows that there are differences in the relationship and influence between the pedagogic and professional teachers of male and female teachers.

**Table 4.** The Influence Between Competence and Teacher Performance

Target Variable	Gender	N	F	P-Value	R2
Pedagogy	Man	54	36,293	0.000	53.8%
	Woman				
Professional	Man	54	34,608	0.037	22.4%
	Woman				
Pedagogy + Professional	Man	54	29,131	0.000	54.3%
	Woman				

Table 3 shows that there is an effect of the two teacher competition variables, namely pedagogic and professional on teacher performance. The two components showing the highest influence are pedagogic competence. And simultaneously has a positive effect of 54.3% with the multiple regression equation =  $71.158 + 1.389X_1 + -0.501X_2$ , which is used as the basis for estimating the effectiveness of teacher performance which is influenced by both pedagogical and professional competence variables

## DISCUSSION

This study involves investigating the feasibility and impact of physical education teacher models or frameworks to strengthen teacher knowledge, in practice with particular attention to focusing on pressing issues faced related to physical education teacher performance.(Han, 2012). Pedagogic and professional competencies are important in the performance of physical education teachers. Research conducted by Yusrizal, Y.namely looking at the seven factors of teacher performance appraisal: (1) planning lectures, (2) implementation of learning activities, (3) mastery of materials, (4) learning strategies, (5) mastery of methodology, (6) classroom management, and (7) communication with students, discipline, evaluation of learning outcomes (Yusrizal, 2017).

In addition, the previous literature identifies social and contextual factors that can influence teachers' academic performance in schools(Lam et al., 2012; Subotzky & Prinsloo, 2011). Performance achievement is influenced by the teacher himself (personal factor) and the context in which the teacher learns (contextual factor). These factors can be developed to develop teacher performance measurement instruments. This relates to socio-critical models and frameworks to see the academic performance of teachers by focusing on pedagogical factors and professional elements both academically and non-academically.(Subotzky & Prinsloo, 2011). In other studies also seen in education have explored contextual factors, such as pedagogical approaches, and professional factors, such as learning approaches, personality differences, motivation, locus of control and communication skills, and their impact on academic performance.(Apostolou et al., 2018; Puspitasari et al., 2016).

Based on the explanation above, it is clear that there are various values and assumptions that enable teachers to understand performance contextually. Although this is a small-scale study, which may not be overlooked, it does highlight both the pedagogical and professional aspects of measuring teacher performance that have not been highlighted in the literature. Understanding more about teacher construction on evaluating teacher performance in learning, this teacher performance assessment is in accordance with the results found by (Arthur, 2009) that some teachers feel that teacher performance evaluations can help improve skills pedagogical and professional, in terms of teaching in schools.

## CONCLUSION

Based on the analysis conducted in this study, it can be concluded that pedagogical and professional competencies have a positive impact on the performance of Physical Education teachers at the elementary school level in Padang. The results also imply that pedagogical and professional competencies, individually or collectively, are the cause of the success of teachers in carrying out their duties as good physical education teachers. The influence of pedagogic and professional competence on teacher performance is the basis for improving the competence of good physical education teachers. Efforts to improve pedagogic and professional competence must continue to be carried out in a planned and sustainable manner so that the quality of education in elementary schools will be better in the future.

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