



Differences In The Competencies Of Certified And Non-Certified Physical Education, Sports And Health Teachers In State Vocational High School Of Tangerang Regency

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Abstract

The purpose of this study was to determine the differences in the competency of certified and non-certified physical education teachers at Public vocational high school Tangerang Regency. The method used in this study was a survey. The population of principals and vice principals at Public vocational high school Tangerang Regency, the sampling technique used the Purposive Sample technique, the sample was taken from only 12 schools that had certified and non-certified physical education teachers. The questionnaire instrument. Based on data obtained from respondents, 12 principals can be seen that the majority of principals at Public vocational high school Tangerang Regency, namely 100%, assessed that certified physical education teachers have high competencies, while 100% assessed that non-certified physical education teachers have moderate competencies. Meanwhile, according to the assessment of the Vice Principal of 12 respondents, it was said that the majority of Certified Physical Education Teachers, namely 83%, have high competencies and 17% have moderate competencies and the Competence of Non-Certified Physical Education Teachers, namely 75% have moderate competencies and 25% have low competencies.



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INTRODUCTION

Teacher competence is very necessary, especially in facing the rapid development of the current digital era. Teachers play a key role in achieving educational goals. Various efforts have been made by the government to improve teacher competence in Indonesia. According to (Farida Sarimaya., 2015) the teacher profile based on competence is a description of the abilities that must be possessed by teachers. Among them are: 1) pedagogical competence means that educators must have the ability to manage learning including teaching and guiding children, 2) personality competence means that individually an educator must have a steady personality, noble character, wise, and authoritative and be a role model for students, 3) professional competence is the ability to master learning materials widely and deeply, and educators must be able to carry out their work as educators according to their profession and 4) social competence that an educator must be able to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students and the surrounding community.

According to (Jaenudin., 2014) with the enactment of Law Number 14 of 2005 concerning teachers and lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards, it is mandated that teachers are professional educators. As a profession, teachers are required to have academic qualifications, performance or competence, certificates, be physically and mentally healthy, and have the ability to realize national education goals. The academic qualifications required for teachers are that teachers must have a bachelor's or diploma four education. While the required teacher performance is pedagogical performance, social

performance, and professional performance obtained through certification education.

Producing quality teachers with high competence is not only obtained through one stage in completing their studies but by taking professional education courses and certification, for that the government holds a certification program based on the Regulation of the Minister of National Education Number 18 of 2007 concerning certification of in-service teachers, and the Regulation of the Minister of National Education Number 40 of 2007 concerning certification of in-service teachers through education. Teacher certification is one of the efforts to improve the dignity and role of teachers as learning agents. With the implementation of teacher certification, it is hoped that it will have an impact on increasing the quality of learning and education in a sustainable manner.

Tangerang Regency Education Office has held various activities in education, including: training, seminars, and training programs in order to improve the quality of teachers in general and physical education teachers in particular. Improving teacher skills is also carried out in collaboration with educational universities in order to improve knowledge and academic improvement. This is done in order to improve the ability of teachers as one of the educational staff so that it is expected to improve professionalism in carrying out teaching duties. Thus, the responsibility of teachers and the role of teachers are very large in the learning process, so that teachers are required to continue to learn and develop themselves in order to have high competence in carrying out their profession as educators who ultimately achieve high performance. This is not much different from physical education teachers who also need to improve high

performance with the support of competence that is in accordance with their field of physical education.

Physical education is an integral part of comprehensive education which in the learning process uses physical activities to encourage a healthy life both mentally and physically (Purwanto & Baan, 2022). A competent physical education teacher is a teacher who has competence. Competence is a set of knowledge, skills, and behaviors that must be possessed, experienced, and mastered by teachers or lecturers in carrying out professional duties (Rohman, 2020). Teacher competence as referred to in Article 8 of Law of the Republic of Indonesia No. 14 of 2005 includes pedagogical competence, personality competence, professional competence and social competence obtained from the Education Personnel Organizing Institution. To become a professional physical education teacher, one must meet certain requirements, including having core competencies, namely: pedagogical competence, professional competence, personal competence, and social competence (Pramono, 2012).

A physical education teacher is required to have not only one competency but to encompass all existing competencies such as pedagogical competency, professional competency, personality competency and social competency (Sobarna, 2016). If every physical education teacher is able to master all of these competencies well, then the physical education learning process can be carried out well and make students competitive.

Professional physical education teachers always pay attention to the teaching methods applied to their students by looking at the characteristics of their students. In every learning, achieving learning objectives is very

important, because achieving learning objectives is a benchmark for student success in participating in these learning activities, as is the case in physical education learning (Shandi, 2023).

The government is implementing a teacher certification program to improve the quality of teachers. This shows the government's concern for teachers, that teachers have an important role for the nation as educators of future leaders of the nation. The certification program can be said to be a trigger for enthusiasm or motivator for teachers to teach. With the certification program, it is hoped that the quality and welfare of teachers will improve, but after getting certified, it is hoped that teacher performance will also increase, not only feeling welfare benefits. So that there are no more citizens saying: "teacher certification is implemented but why is there no change in teacher performance from before?".

From the results of interviews with several teachers at SMK Negeri Tangerang Regency and outside Tangerang Regency and one of the principals in 2024 at SMK Negeri Tangerang Regency and outside Tangerang Regency, most of them said that physical education teachers in SMK still experience many obstacles, including that there are still physical education teachers who have not carried out learning designs, especially in learning planning such as making RPPs, while RPPs or other teacher administration tools are stored in one CDR only for reference and there are no updates every year or in curriculum updates, one of the students said that learning is sometimes less enjoyable and the last observation is that evaluations are not optimal or evaluations are not carried out because the time is too tight with the change of class hours while students need time to change uniforms and it takes a lot of time which will take up other class hours. Then

another obstacle is the incompleteness of sports facilities and infrastructure such as balls, both soccer balls, takraw balls, basketballs and balls as supporters and many other equipment and supplies that are still limited. However, there are still many teachers who are competent in their performance. Implementing physical education learning in accordance with the curriculum and completing all administration.

Based on data obtained from the subject teacher meeting (MGMP) of Physical Education, Sports and Health of Vocational High Schools in Tangerang Regency, there are 67 physical education, sports and health teachers who have been certified as educators spread across 34 schools from 34 schools, and 35 physical education, sports and health teachers who have not been certified as educators. Judging from the data above, more physical education teachers in Tangerang Regency have passed certification or passed competency tests, this shows that the certification program for physical education teachers in State Vocational High Schools in Tangerang Regency is quite successful. The government's efforts to improve the quality of teachers with the certification program, including in Tangerang Regency, are expected to be able to boost the quality of national education, but is it true that with this certification program the quality of teachers in Tangerang Regency, especially physical education, sports and health teachers, will also increase, or do teachers only want benefits from the certification process, and is it true that teachers who pass the certification test really have the competencies expected by the government, because competent teachers will be better able to manage their classes so that student learning outcomes are at an optimal level (Moh.Uzer Usman., 2016).

From the starting point of the problem, the researcher is interested in examining the competency of certified physical education, sports and health teachers at SMK Negeri Tangerang Regency. Will the certification title increase the mastery of physical education, sports and health teachers' competencies in their performance or will there be no change in their performance? The Principal, Vice Principal, and non-physical education and health teachers were chosen as respondents in this study because the Principal, Vice Principal, and non-physical education and health teachers were considered to be more objective in observing and filling out the instruments to be submitted, compared to physical education and health teachers or physical education and health colleagues who observed and filled out the instruments, and students were chosen as respondents in this study because students who directly experience teaching with physical education and health teachers.

Based on the problems above, the researcher chose the title of this thesis "Differences in the Competencies of Certified and Non-Certified Physical Education and Health Teachers in State Vocational High Schools in Tangerang Regency".

METHODS

This study is a descriptive study with one variable without making comparisons or connecting with other variables. Research variables can be interpreted as research objects or what is the focus of a study (Arikunto, 2013). The variables studied must be in accordance with the objectives to be achieved in the study. The purpose of this study is to determine the competence of physical education and health teachers who are certified educators in accordance with the objectives, so the variables in this study are

the competence of physical education and health teachers who are certified educators and non-certified educators at SMK Negeri Tangerang Regency.

Participants

According to (Adil, 2023) population is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by researchers to be studied and then concluded. The same thing according to Suharsimi Arikunto (2016: 120) population is the entire research subject. Meanwhile, according to (Zriah, 2017), population is all data that is of concern to researchers within a certain scope and time. This study used the population of principals and vice principals at SMK Negeri Tangerang Regency. After the size of the population is known, the next step is to determine the sample to be studied.

Sampling Procedures

The population in this study is so large that to facilitate data collection, it is necessary to take research samples. According to (Candra Susanto et al., 2024), a sample is a portion or representative of the population being studied.

According to (Suharsimi Arikunto, 2016) If the subject is less than 100, it is better to take all of them so that the research is a population study. So the number of samples in this study consisted of 12 Principals and 12 Vice Principals.

Materials and Apparatus

In this study, data collection was done using a survey method with a questionnaire technique. (Arikunto, 2017) "A questionnaire is a number of written questions used to obtain information from respondents in the sense of reports about their personality, or things they know. Questionnaires are often used to assess learning outcomes in the affective domain.

Design or Data Analysis

The results of the study are presented in their entirety and then analyzed one by one. To determine the unit of causal factors for the emergence of each factor, a percentage analysis is carried out. To calculate the percentage, the formula is used:

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

Description:

F = frequency

N = number of research respondents

P = percentage.

To determine the categories in the assessment of research data processing according to (Arikunto, 2017), the processing of scoring assessment results can be categorized into 4, namely:

1. Correct answer 76%- 100% is Good
2. Correct answer 56%- 75% is Quite Good
3. Correct answer 40%- 55% is Less Good
4. Correct answer < 40% is Bad.

RESULT

This study was used to determine the extent of the competence possessed by Certified Educator and Non-Certified Educator Physical Education Teachers at State Vocational Schools in Tangerang Regency. The results of the study are described as follows:

1. Statistical Description of the Difference in Competence of Certified and Non-Certified Physical Education and Health Teachers at State Vocational Schools in Tangerang Regency.
- a. Competence of Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency according to the Principal's Assessment.

From the results of the research data analysis carried out, it can be described in the form of a table as follows:

Table 4.1 Competency Values of Certified Physical Education and Health Teachers at State Vocational Schools in Tangerang Regency according to the Principal's Assessment.

Statistics		
Teacher Competence Educator Certificate		
N	Valid	12
	Missing	0
Mean		181.08
Median		180.50
Mode		178 ^a
Std. Deviation		2.843
Range		8
Minimum		177
Maximum		185

a. Multiple modes exist. The smallest value is shown

From the results of statistical calculations obtained from 12 principal respondents with a minimum score of 177, a maximum score of 185, an average of 181.08, a middle value of 180.50, a frequently appearing value of 178 and a standard deviation of 2,843..

The description of the research results on the Competence of Certified Physical Education and Health Teachers at State Vocational High Schools in Tangerang Regency is presented in the frequency distribution table as follows:

Table 4.2 Description of the Results of the Research on the Competence of Physical Education and Health Teachers who are Certified Educators at State Vocational Schools in Tangerang Regency According to the Principal.

Category	Class Interval	Frequency	Percent (%)
Tall	$177 \leq X$	12	100,0%
Currently	$118 \leq X < 177$	0	0,0%
Low	$X < 118$	0	0,0%
Total		12	100,0%

When displayed in image form, it can be seen in the image below :

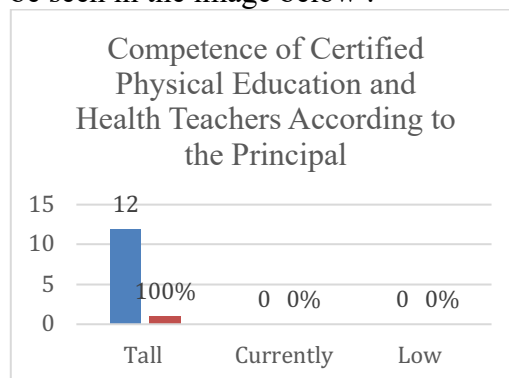


Figure 4.1 Cylindrical Graph of the Results of the Research on the Competence of Physical Education and Health Teachers with Certified Educators at State Vocational Schools in Tangerang Regency According to the Principal.

b. Competence of Non-Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency according to the Principal's Assessment

From the results of the research data analysis carried out, it can be described in the form of a table as follows.:

Table 4.3 Competency Values of Non-Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency according to the Principal's Assessment.

Statistics		
Non-Certificate Teacher Competencies		
N	Valid	12
	Missing	0
Mean		136.25
Median		136.00
Mode		120 ^a
Std. Deviation		10.137
Minimum		120
Maximum		151

a. Multiple modes exist. The smallest value is shown

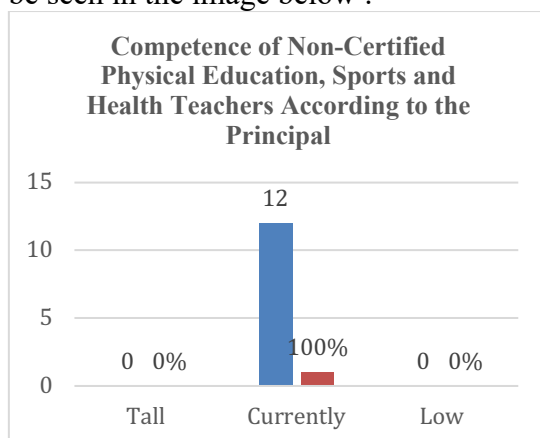
From the results of statistical calculations obtained from 12 principal respondents with a minimum score of 120, a maximum score of 151, an average of 138.25, a middle value of 136, a frequently occurring value of 120 and a standard deviation of 10.137.

The description of the research results on the Competence of Non-Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency is presented in the frequency distribution table as follows :

Table 4.4 Description of the Results of the Research on the Competence of Non-Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency According to the Principal.

Category	Class Interval	Frequency	Percent (%)
Tall	$177 \leq X$	0	0 %
Currently	$118 \leq X < 177$	12	100 %
Low	$X < 118$	0	0 %
Total		12	100 %

When displayed in image form, it can be seen in the image below :



Gambar 4.2 Grafik Silinder Hasil Research on the Competence of Non-Certified Physical Education and Health Teachers at State Vocational Schools in

Tangerang Regency According to the Principal.

c. Competence of Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency According to the Deputy Principal

From the results of the research data analysis carried out, it can be described in the form of a table as follows :

Table 4.5 Competency Values of Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency according to the Assessment of the Vice Principal.

Statistics		
Certified Teacher Competencies		
N	Valid	12
	Missing	0
Mean		177.92
Median		180.50
Mode		180 ^a
Std. Deviation		9.180
Range		27
Minimum		158
Maximum		185

a. Multiple modes exist. The smallest value is shown

Dari hasil penghitungan statistik yang obtained from 12 respondents of vice principals with a minimum score of 158, a maximum score of 185, an average of 177.92, a median of 180.50, a frequently occurring value of 180 and a standard deviation of 9.180.

The description of the research results on the Competence of Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency according to the Deputy Principal is presented in the following frequency distribution table :

Table 4.6 Description of Research Results on the Competence of Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency According to the Deputy Principal.

Category	Class Interval	Frequency	Percent (%)
Tall	$177 \leq X$	10	83 %
Currently	$118 \leq X < 177$	2	17 %
Low	$X < 118$	0	0 %
Total		12	100,0%

When displayed in image form, it can be seen in the image below :

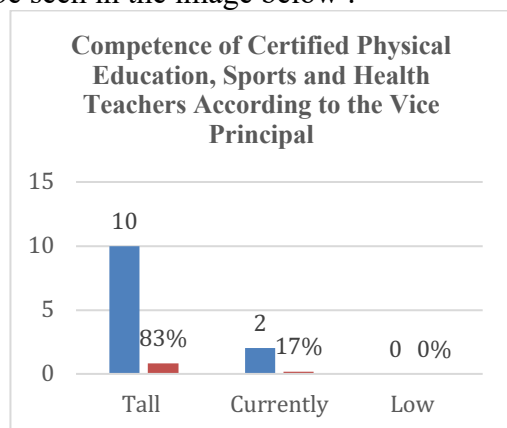


Figure 4.3 Cylindrical Graph of Research Results on the Competence of Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency According to the Deputy Principal.

d. Competence of Non-Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency According to the Deputy Principal

From the results of the research data analysis carried out, it can be described in the form of a table as follows :

Table 4.7 Competency Values of Non-Certified Physical Education, Sports and Health Teachers at State Vocational Schools in Tangerang Regency according to the Assessment of the Vice Principal.

Statistics		
Non-Certificate Teacher Competencies		
N	Valid	12
	Missing	0
Mean		126.00
Median		131.00
Mode		90 ^a
Std. Deviation		20.378
Minimum		90
Maximum		151
a. Multiple modes exist. The smallest value is shown		

From the results of statistical calculations obtained from 12 respondents of vice principals with a minimum score of 90, a maximum score of 151, an average of 126, a middle value of 131, a frequently appearing value of 90 and a standard deviation of 20,378.

Description of the research results on the Competence of Non-Certified Physical Education and Health Teachers at State Vocational Schools in Tangerang Regency according to the Deputy Principal is presented in the following frequency distribution table :

Table 4.8 Description of the Results of the Research on the Competence of Non-Certified Physical Education and Health Teachers at State Vocational Schools in Tangerang Regency According to the Deputy Principal.

Category	Class Interval	Frequency	Percent (%)
Tall	$177 \leq X$	0	0 %
Currently	$118 \leq X < 177$	9	75 %
Low	$X < 118$	3	25 %
Total		12	100,0%

When displayed in image form, it can be seen in the image below :

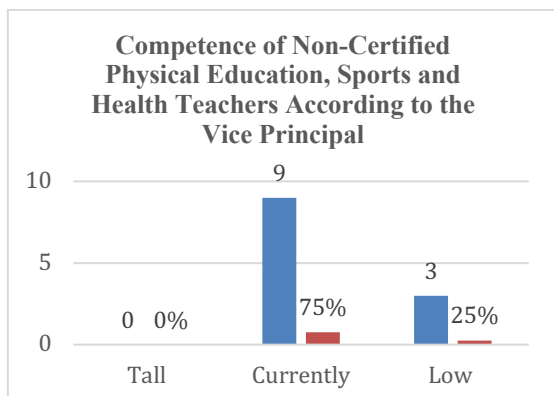


Figure 4.4 Cylindrical Graph of the Results of the Research on the Competence of Non-Certified Physical Education and Health Teachers at State Vocational Schools in Tangerang Regency According to the Deputy Principal

DISCUSSION

Based on the data obtained from respondents, 12 school principals, it can be seen that the majority of school principals at State Vocational Schools in Tangerang Regency, namely 100%, assessed that certified physical education and health teachers have high competence when viewed from the overall competencies, namely four teacher competencies, while those obtained from respondents, 12 school principals, it can be seen that the majority of school principals at State Vocational Schools in Tangerang Regency, namely 100%, assessed that non-certified physical education and health teachers have moderate competence when viewed from the overall competencies, namely four teacher competencies.

Meanwhile, according to the assessment of the Vice Principal of 12 respondents, it was stated that the majority of Certified Educator Physical Education Teachers, namely 83%, had high competence and 17% had moderate competence, seen from the total competencies, namely four teacher competencies. The Vice Principal of 12

respondents said that the majority of Non-Certified Educator Physical Education Teachers, namely 75%, had moderate competence and 25% had low competence, seen from the total competencies, namely four teacher competencies.

The results of the study indicate that the Competence of Physical Education and Health Teachers who are Certified Educators at SMK Negeri Tangerang Regency has high competence so that it is in accordance with what is expected. While the competence of Physical Education and Health Teachers who are not certified Educators at SMK Negeri Tangerang Regency has moderate competence so that this value is very reasonable. The results of the analysis can also be analyzed based on the performance of each competence owned as follows :

1. Pedagogical Competence

The results of the study showed that the Competence of Physical Education and Health Teachers with Educator Certificates at State Vocational High Schools in Tangerang Regency based on the Pedagogical Competence factor according to the principal's assessment was mostly in the high category, namely 100%, according to the vice principal who had high competence of 91%. Meanwhile, the Competence of Physical Education and Health Teachers without Educator Certificates at State Vocational High Schools in Tangerang Regency based on the Pedagogical Competence factor according to the principal's assessment was mostly in the moderate category, namely 100%, according to the vice principal who had moderate competence of 66%. This also provides an indication that physical education and health teachers with educator certificates already have good abilities in carrying out their duties in accordance with their pedagogical competence which includes

understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Bukit & Tarigan, 2022).

2. Personality Competence

Based on the results of the study of the Competence of Certified Educator Physical Education Teachers at State Vocational Schools in Tangerang Regency from the Personality Competence factor, according to the principal, the majority or 100% have high competence, while the competence of non-certified educator physical education teachers at State Vocational Schools in Tangerang Regency is 100% moderate. According to the vice principal, 91% have high personality competence, while the competence of non-certified educator physical education teachers has a moderate personality of 83%. Based on the results of this analysis, the personality competence possessed by certified educator physical education teachers at State Vocational Schools in Tangerang Regency generally has the expected competence, which is a personal ability that reflects a steady, stable, mature, wise, and authoritative personality, is a role model for students, and has noble character (Zola & Mudjiran, 2020).

3. Professional Competence

Based on research on certified physical education and health teachers at SMK Negeri Tangerang Regency, it shows that the Professional Competence factor according to the principal is mostly in the high category, which is 100%, while those without a certified teacher are in the medium category, which is 100%. Meanwhile, research on certified physical education and health teachers at SMK Negeri Tangerang Regency shows that the Professional Competence factor according to the vice principal who has high professional competence is 75%, and

those without a certified teacher at SMK Negeri Tangerang Regency show that the Professional Competence factor is in the medium category, which is 66%. These results are quite encouraging considering that all elements say that certified physical education and health teachers at SMK Negeri Tangerang Regency have good/high professional competence that already includes mastery of learning materials broadly and deeply, which includes mastery of the curriculum material of subjects in schools and the scientific substance that covers the material, as well as mastery of the structure and methodology of their science (S. Sudjoko, 2020).

4. Social Competence

Based on research on certified physical education and health teachers at SMK Negeri Tangerang Regency, the Social Competence ability factor according to the principal is mostly in the high category, which is 91%, while non-certified teachers are in the medium category, which is 100%. According to the vice principal, certified physical education and health teachers at SMK Negeri Tangerang Regency, the Social Competence ability factor is in the high category, which is 75%. Meanwhile, non-certified physical education and health teachers at SMK Negeri Tangerang Regency, the Social Competence ability factor is in the medium category, which is 58%. This also provides an indication that certified physical education and health teachers already have good abilities in carrying out their duties in accordance with social competence, which consists of the teacher's ability to communicate and interact effectively with students, fellow educators, education personnel, parents/guardians of students, and the surrounding community in order to improve learning and a good and harmonious society (Zumrotun, 2024).

Based on all the analysis results that have been carried out, it can be seen that teachers who have a teacher certificate are higher than teachers who do not have a teacher certificate. This can be seen from all factors that teachers who have a teacher certificate are higher than teachers who do not have a teacher certificate.

CONCLUSION

Based on the research results, it can be concluded that physical education and health teachers who have teacher certificates at State Vocational Schools in Tangerang Regency have high competence, while physical education and health teachers who do not have teacher certificates at State Vocational Schools in Tangerang Regency have moderate competence.

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