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### COMPETENCY ANALYSIS AND TEACHER SUPERVISION IN IMPROVING THE QUALITY OF PHYSICAL EDUCATION LEARNING: SD ACEH BESAR DISTRICT

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#### Abstract

The problem gap that will be addressed is the low competency of Physical Education, Sports, and Health (PJOK) teachers who are ranked below the national target. In addition, the use of learning time allocation carried out by PJOK teachers is still ineffective. It is because the absence of preparation of learning plans and supervision does not impact improving the quality of the learning process. The long-term goal of this research is the publication of textbooks on the physical education profession. The research method that will be used is a qualitative approach. The subjects of this research are PJOK teachers, principals, supervisors, and *stakeholders* at State Elementary Schools in Aceh Besar District. Furthermore, data collection techniques on teacher competence were collected based on data found in the field using observation and interview techniques. In addition, data were obtained through documentation from teachers, school principals, and supervisors appointed by the Aceh Besar District Education Office. A *Focus Group Discussion (FGD)* was conducted to strengthen the information, which teachers and supervisors attended. The results of the study illustrate that teacher competence, based on the data of the 2015 UKG, obtained an average value below the standard passing grade. The educational levels of PJOK teachers are not all physical education backgrounds. The results of observations, interviews, and documentation about the learning process carried out by PJOK teachers explained that the average teacher carrying out learning activities did not follow the learning steps determined by the standard process.

**Keywords:** *Analysis, Competence, Supervision, Teacher, Physical Education*



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### Introduction

With various challenges in the era of globalization, the existence and competence of teachers should be considered as best as possible. Teachers are required to have knowledge and mastery of teaching materials and carry out administrative tasks related to professional learning activities. Likewise, teachers of Physical Education, Sports, and Health (PJOK) in schools must have these abilities, even though PJOK teachers are more dominant in outdoor activities in the learning process.

Astrid and Winarno (2017:218) say that learning is a process of mutual influence between teachers and students in teaching and learning activities. Learning must be carried out systematically, from planning and implementation to assessment. Each step must be conditional; the first step is a condition for the second step, and the second is a condition for entering the third step.

PJOK teachers are important actors in the success or failure of implementing the physical education learning process in schools. However, as ordinary people, teachers also have shortcomings and limitations both inside and outside. In addition, every learning process that is carried out cannot be separated from supervision, whether it is carried out by the school principal or the appointed supervisor of the education office. PJOK supervision is carried out not to find fault with teachers with certain indicators. However, supervision can provide teachers with understanding, improvement, and direction from the shortcomings and limitations experienced so physical education learning can run optimally.

Supervision aims to improve the quality of learning and teacher competence as implementers in learning activities. Syukri et al (2015:79) with the title: Implementation of Academic Supervision by School Principals to Improve Primary School Teacher Performance in Cluster I UPTD Dewantara Aceh Utara shows that; (1) The preparation of the principal's academic supervision program involves several teachers and education personnel; (2) The implementation of academic supervision is carried out with a different academic supervision technique approach by each school principal, some are group, and some are individual; and (3) the principal's efforts in implementing academic supervision to improve the performance of teachers include holding teacher meetings in schools, sending some teachers to attend upgrading, requiring all teachers to make lesson plans, and collect all evaluation instruments which are then described in the final evaluation report of the lesson.

*Public Expenditure Analysis and Capacity Strengthening Program (PECAPP) researcher Renaldi (2013) stated that: "In 2011, around 30 percent of schools in Aceh were not accredited, and only 1 in 5 teachers at all levels of education were certified. The number of teachers in Aceh is around 117,978 people. The quality of teachers in Aceh is ranked 28th nationally. Meanwhile, the quality of student graduation in Aceh is still below the national average. Furthermore, referring to the average value of the SNMPTN in the IPA group, Aceh was ranked 33rd nationally (score 44.86), while the IPS group was ranked 25th (score 43.19). Some districts with high education spending have low national final exam scores,*



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such as Aceh Tengah and Aceh Jaya. Meanwhile, Bireun, Aceh Utara, and Banda Aceh, which have lower per capita education spending, recorded relatively good national final exam scores.

Salmawati and Tandiyo's research (2017:204) with the title: Contribution of Pedagogical Competence, Professional Competence, and Work Motivation to the Performance of Junior High School Physical Education Teachers in Pati Regency, illustrates that (1) pedagogical competence makes an adequate contribution to the performance of Physical Education teachers in State Junior High Schools in the District Starch; (2) professional competence has given sufficient contribution to the performance of Penjasorkes teachers at State Junior High Schools in Pati Regency; (3) the work motivation of teachers gives sufficient contribution to the performance of Penjasorkes teachers in State Junior High Schools in Pati Regency; (4) pedagogic competence, professional competence and work motivation of teachers give a sufficient contribution to the performance of Penjasorkes teachers in State Junior High Schools in Pati Regency. The results of this study explain that Physical Education teachers who have professional competence, pedagogical competence, and good work motivation have sufficient ability to carry out learning activities optimally.

Based on the author's observations in October 2020 of 15 Public Elementary Schools out of a total of 247 State Elementary Schools in Aceh Besar District, he stated several cases, including 12 teachers carrying out the learning process without being guided by the curriculum, 12 teachers did not plan teaching and learning activities (not compiling lesson plans), 13 schools have inadequate PJOK learning infrastructure, 15 teachers cannot use study time effectively, and 15 teachers get UKG results below 50 from the national target of 55.

Analysis of teacher competence and supervision is a thinking activity to describe a whole series of activities related to learning into components in the context of teacher competence so that they can find out how teacher competence and the results of implementing supervision, relationships with one another, and their benefits become an integrated whole (Komaruddin, 2010). From the description above, it can be concluded that the problem in this research is how is the competence and supervision of PJOK teachers in State Elementary Schools throughout Aceh Besar Regency?

### Methods

This research approach uses a qualitative approach to directly observe the research object and develop theories using the collected data. The author uses the snowball sampling technique to determine the research sample. This study's data sources were PJOK teachers, school principals, and supervisors appointed by the local Education Office. The population in this study were all PJOK teachers, principals, and supervisors at the Aceh Besar District Education Office. The samples in this study were 19 PJOK teachers and school principals in elementary schools throughout Aceh Besar District and the Head of the Aceh Besar District Education



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Office.

The research instrument uses observation, interviews, and documentation studies. Observation is a systematic study of social conditions and psychological symptoms by observing a condition as it is. Observations were made, namely the observation of the teaching and learning process and the preparation of learning administration. The interview uses an interview mechanism with the informant. First, the interviewer makes a guiding question (interview guide) so that the interview process goes well and leads to research objectives and documentation. The documentation method aims to obtain data and archives in the form of PJOK learning administration, and documentation of learning facilities, teacher competency test results, teacher performance assessments, and Focus Group Discussion (FGD) is a data collection technique that is generally carried out in qualitative research to obtain group data based on discussion results focused on a particular problem. This technique is used to avoid the wrong meaning of a researcher because of the encouragement of the researcher's subjectivity (Bungin, 2003, p. 178). Technical analysis of the author's data using the Miles and Huberman model. Activities in data analysis are data reduction, data display, and conclusion drawing/verification (Sugiyono, 2013, pp. 334-335). Data analysis was carried out in several stages, including 1) data reduction; 2) data presentation; 3) temporary conclusion/verification.

The first stage is to reduce the data that has been collected through observation, interviews, documentation, and editing or to check the correctness of the data and delete incorrect or unnecessary data; the second stage is to present the data with a description in the form of a graph or chart; the third stage is conducting data verification or concluding the competence and supervision of post-certification teachers in improving the quality of PJOK learning in State Elementary Schools throughout Aceh Besar District.

### Result

From the observations of 19 PJOK teachers in State Elementary Schools throughout Aceh Besar Regency, data on the pedagogic and professional competencies of PJOK teachers were obtained as follows.



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Table 1. The results of the observation of the pedagogic competence of PJOK teachers in StateElementary Schools in Aceh Besar District

No	Aspects Observed	Results		Percentage	
		Of	Not	Of	Not
<b>I</b>	<b>Opening</b>				
1.	Checking student readiness	19	0	100%	0%
2.	Do apperception activities	19	0	100%	0%
<b>II</b>	<b>Learning Core Activities</b>				
<b>A</b>	<b>Material mastery</b>				
3.	Mastery of learning materials	19	0	100%	0%
4.	Relate material to other relevant knowledge	15	4	78,9%	21,1%
5.	The clarity in delivering material	17	2	89,5%	10,5%
6.	Connecting material with real life	15	4	78,9%	21,1%
<b>B.</b>	<b>Learning Approach/Strategy</b>				
7.	Carry out learning by the competencies/objectives to be achieved	15	4	78,9%	21,1%
8.	Carry out learning in a coherent manner	15	4	78,9%	21,1%
9.	Master the class	19	0	100%	0%
10.	Carry out contextual learning	15	4	78,9%	21,1%
11.	Carry out learning that allows the growth of positive habits	19	0	100%	0%
12.	Do the learning due to the planned time allocation	19	0	100%	0%
<b>C.</b>	<b>Utilization of Learning Resources/Learning Media</b>				
13.	Utilize learning resources/media effectively and efficiently	15	4	78,9%	21,1%
14.	Generate interesting messages	15	4	78,9%	21,1%
15.	Involve students in the utilization of learning resources/media	15	4	78,9%	21,1%
<b>D.</b>	<b>Student Engagement</b>				
16.	Foster active participation of students in learning	19	0	100%	0%
17.	Shows an open attitude towards student responses	19	0	100%	0%
18.	Cultivate the joy and enthusiasm of students	19	0	100%	0%
<b>E.</b>	<b>Assessment Process and Learning Outcomes</b>				
19.	Monitor learning progress throughout the process	13	6	68,4%	31,6%
20.	Conduct a final assessment by competence/objectives	19	0	100%	0%
<b>F.</b>	<b>Language usage</b>				
21.	Using spoken and written language well and correctly	13	6	68,4%	31,6%
22.	Deliver messages in an appropriate style	15	4	78,9%	21,1%
<b>III.</b>	<b>Closing</b>				
23.	Doing reflection / making summaries	15	4	78,9%	21,1%
24.	Follow up	13	6	68,4%	31,6%



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In addition to making observations, the researchers interviewed PJOK teachers at State Elementary Schools throughout Aceh Besar Regency related to the teacher's pedagogic competence. The interview results can be summarized in the interview description as follows.

<b>Researcher:</b>	<b>How do you identify the characteristics of each student so that you can ensure that all students have the same opportunity to participate actively in learning activities?</b>
<b>Respondent:</b>	<b>Adjustments to the characteristics of each student are made to the abilities/skills of students.</b>
<b>Researcher:</b>	<b>How do you find out if there are deviations in student behavior and help resolve the cause?</b>
<b>Respondent:</b>	<b>Communicate persuasively to find out if there are deviations in student behavior</b>
<b>Researcher:</b>	<b>How do you help develop potential in overcoming student deficiencies?</b>
<b>Respondent:</b>	<b>To improve students' potential, participation in O2SN development is carried out.</b>
<b>Researcher:</b>	<b>Do you provide opportunities for students to master learning materials according to their age and learning abilities through various learning processes and activities arrangements?</b>
<b>Respondent:</b>	<b>Teachers are there to provide opportunities for students by doing various activities.</b>
<b>Researcher:</b>	<b>How do you manage the class to provide equal learning opportunities to all students with different physical abilities in PJOK learning?</b>
<b>Respondent:</b>	<b>The teacher has provided equal learning opportunities to all students with different physical abilities in PJOK learning.</b>
<b>Researcher:</b>	<b>Do you follow the sequence of learning materials by paying attention to the learning objectives?</b>
<b>Respondent:</b>	<b>Not sequentially, but stimulates the movement development of learners at the beginning of learning. The concept of learning objectives has not been understood contextually.</b>
<b>Researcher:</b>	<b>How do you manage the class effectively by allocating time so that all students' time can be used productively?</b>
<b>Respondent:</b>	<b>Using time allocation according to the stages of the teaching and learning process</b>
<b>Researcher:</b>	<b>How do you design and implement learning activities to bring out students' creativity and critical thinking skills?</b>
<b>Respondent:</b>	<b>Motivate students and make learning fun</b>
<b>Researcher:</b>	<b>How do you identify each student's talents, interests, potential, and learning difficulties?</b>
<b>Respondent:</b>	<b>Learning difficulties are overcome using enrichment.</b>



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<b>Researcher:</b>	<b>How do you communicate with students? (active learners, silent, very active?)</b>
<b>Respondent:</b>	<b>Students are motivated and invited to work with other students</b>
<b>Researcher:</b>	<b>How do you respond to each question asked by students?</b>
<b>Respondent:</b>	<b>Each student is allowed to ask questions.</b>
<b>Researcher:</b>	<b>Do you conduct assessments in PJOK learning using various techniques and types of assessments?</b>
<b>Respondent:</b>	<b>Yes, end-of-semester assessment, practical exam, and written exam</b>
<b>Researcher:</b>	<b>Did you analyze the results of the assessment in PJOK learning?</b>
<b>Respondent:</b>	<b>For example, students need to remedial on written exams, but sometimes no analysis is done.</b>
<b>Researcher:</b>	<b>How do you follow up on the results of the assessment and evaluation of learning?</b>
<b>Respondent:</b>	<b>Conduct daily assessments, mid-semester assessments, and end-of-semester assessments</b>

To find out the professional competence of PJOK teachers in public elementary schools throughout Aceh Besar Regency, the following researchers describe a description of the interviews related to this matter.

<b>Researcher:</b>	<b>In compiling the material and planning the implementation of learning. What steps do you take to help students understand the concept of learning material?</b>
<b>Respondent:</b>	<b>Provide more understanding to students</b>
<b>Researcher:</b>	<b>How do you feel about the PJOK process so far at school? (strengths, weaknesses, challenges, and opportunities)?</b>
<b>Respondent:</b>	<b>The obstacle is the limitations of sports facilities and infrastructure. The challenge is that curriculum changes</b>
<b>Researcher:</b>	<b>What is your ability to use Information and Computer Technology (ICT)?</b>
<b>Respondent:</b>	<b>I can already use simple applications and focus</b>
<b>Researcher:</b>	<b>What steps did you take in developing materials, approaches, and learning methods to support the implementation of PBM by the objectives of physical education?</b>
<b>Respondent:</b>	<b>Teachers do not understand the approach and cooperative learning methods.</b>

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The researchers also carried out research data documentation techniques to support the research data from observations and interviews. The results of the documentation, the authors describe as follows.

Table 2. Results of research data documentation

No	Types of Documents	Information		Percentage	
		Available	Not Available	Available	Not Available
1	Annual Program	19	0	100%	0%
2	Program Semester	19	0	100%	0%
3	Effective Week	19	0	100%	0%
4	Syllabus	19	0	100%	0%
5	RPP	19	0	100%	0%
6	LKPD	10	9	52,6%	47,4%
7	Teaching Materials	12	7	63,1%	36,9%

Based on the results of the research that has been collected, data about the profile of PE teachers in State Elementary Schools in Aceh Besar District are obtained, which the authors describe in the picture below.

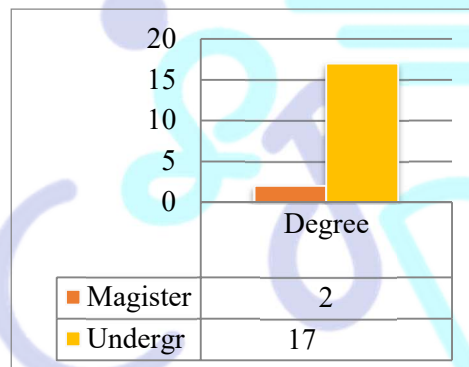


Figure 2. Percentage of teacher education levels

A teacher's professionalism can be seen from the learning process activities carried out and proven by a certification recognized by the government, as for PE teachers who have been certified in public elementary schools throughout Aceh Besar District.



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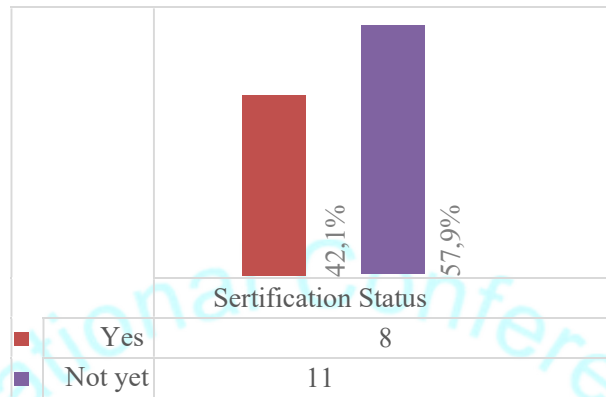


Figure 3. Percentage of teacher certification status

Based on the research results on the supervision of PJOK teachers in State Elementary Schools throughout Aceh Besar District on the implementation of supervision activities, the researcher can describe the interview description as follows.

<b>Researcher:</b>	<b>As the principal, do you supervise the class of PJOK teachers in this school?</b>
<b>Respondent</b>	<b>: There is one supervision for one semester, usually in the middle of the semester.</b>
<b>Researcher:</b>	<b>What are the supervisory steps that you take to PJOK teachers at school?</b>
<b>Respondent</b>	<b>: By direct supervision</b>
<b>Researcher:</b>	<b>Does the supervisor make regular supervision and coaching visits to this school monthly?</b>
<b>Respondent</b>	<b>: Routinely once every month, sometimes for three months or once a semester, but the supervisor for general subjects is not PJOK</b>
<b>Researcher:</b>	<b>How many times a week and how long is the duration of face-to-face contact in the PJOK field of study?</b>
<b>Respondent</b>	<b>: Once a week, face-to-face with a duration of 3JP, 1 JP is 35 minutes</b>
<b>Researcher:</b>	<b>Do PJOK teachers at this school already have a lesson plan before carrying out teaching assignments at the beginning of the school year or the beginning of the semester?</b>
<b>Respondent</b>	<b>: Yes, I prepared at the beginning of the semester, sometimes in the middle of the semester.</b>



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<b>Researcher:</b>	<b>What do you think about the ability of PJOK teachers to prepare learning tools?</b>
<b>Respondent :</b>	<b>It is good but still needs development</b>
<b>Researcher:</b>	<b>From the results of your observations, what has been done by PJOK teachers to achieve PJOK learning objectives?</b>
<b>Respondent :</b>	<b>Implement learning by the curriculum, and it has been implemented well.</b>
<b>Researcher:</b>	<b>Based on your observations, what activities are meaningful for teachers and students participating in PJOK learning?</b>
<b>Respondent :</b>	<b>PJOK teachers shape students' character, improve students' physical and spiritual health and make learning fun</b>
<b>Researcher:</b>	<b>What do you think about the ability of PJOK teachers to use sports facilities and infrastructure? Does it suit the needs of students?</b>
<b>Respondent :</b>	<b>The ability of PJOK teachers is good, but PJOK facilities and infrastructure are still insufficient.</b>
<b>Researcher:</b>	<b>How are the discipline and responsibility of PJOK teachers in the learning process?</b>
<b>Respondent :</b>	<b>It is good; it is according to the instructions</b>
<b>Researcher:</b>	<b>What do you think about the availability of supporting infrastructure for learning in schools?</b>
<b>Respondent :</b>	<b>The facilities and infrastructure already exist but are insufficient for all students in the school.</b>
<b>Researcher:</b>	<b>After you have reviewed the PJOK learning process in schools, what should be done or improved with the current conditions?</b>
<b>Respondent :</b>	<b>It would be better if there were a PJOK supervisor and conduct training for PJOK teachers.</b>
<b>Researcher:</b>	<b>As a leader, is there a policy to form a team or appoint senior teachers who supervise or guide the KKG to develop the RPP PJOK in this school?</b>
<b>Respondent :</b>	<b>There is already a KKG PJOK, but no KKG building is yet.</b>

In this study, the researcher also interviewed the Head of the Aceh Besar Education Office to complete the data that researchers needed regarding the analysis of PJOK teacher supervision. Here, the researcher describes the interview results with the Head of the Aceh Besar Education Office in the interview description as follows.



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<b>Researcher:</b>	After you review the PJOK learning process at school, what do teachers need to be able to improve their competence in PJOK learning at school?
<b>Respondent:</b>	Learning has been optimal, but there needs to be an increase in the availability of sports facilities and infrastructure in schools
<b>Researcher:</b>	What do you think about the online teacher competency test?
<b>Respondent:</b>	It is good and very effective
<b>Researcher:</b>	What are your efforts to provide facilities for teachers to improve the PJOK learning process in schools?
<b>Respondent:</b>	By providing training for teachers
<b>Researcher:</b>	Have you ever coordinated with teachers, principals, and supervisors regarding PJOK learning problems at school?
<b>Respondent:</b>	Coordination with teachers and principals to discuss suggestions/inputs and the PJOK learning process in schools
<b>Researcher:</b>	Have you ever evaluated the performance of PJOK teachers in implementing learning in schools?
<b>Respondent:</b>	There is a report from the supervisor
<b>Researcher:</b>	Have you ever taken action on the results of the evaluation of the performance of PJOK teachers in the implementation of learning in schools?
<b>Respondent:</b>	Provide training and facilitate teachers to continue their education
<b>Researcher:</b>	Based on the evaluation results, what do you think about the performance of PJOK teachers in schools?
<b>Respondent:</b>	The performance of PJOK teachers in schools varies, some are already good, but some still need to be developed.

The role of stakeholders in improving teacher competence and the quality of physical education and physical education learning at State Elementary Schools throughout Aceh Besar Regency includes the role of the principal as a leader and school manager, then teachers as mentors, tutors, teachers, and educators to school employees and schoolmates or peers themselves. In addition, there is also the Head of the Aceh Besar Education Office, who acts as a stakeholder and oversees every school in the Aceh Besar District. The main role or function of stakeholders or *stakeholders* is to help make a policy, rule, or project and achieve the direction of the organization's or school's development.

### Conclusion

Based on the observations in the table above, it can be seen that the PJOK teaching and learning process carried out in research schools has not run optimally. In the initial research activities, all teachers in 19 research schools carried out activities to



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check students' readiness and perform apperception activities. 78.9% of teachers have carried out a series of core learning activities well in core learning activities. However, 21.1% of teachers have not utilized learning resources/media effectively and efficiently and involved students in the utilization of learning resources/media. Meanwhile, PJOK teachers at State Elementary Schools throughout Aceh Besar Regency have carried out these activities in assessing learning processes and outcomes. In the process of closing learning activities, there are 21,

Based on the results of the interviews, it can be seen that the pedagogical and professional competencies of PE teachers in State Elementary Schools throughout Aceh Besar Regency have not shown maximum activity. It is shown in the results of interviews which reveal that teachers have not been able to follow the sequence of learning materials and relate them to the context of everyday life. In addition, PJOK teachers have not effectively conducted assessments in PJOK learning with various techniques and types of research. After the assessment has been carried out, the stage of analyzing the assessment results in PJOK learning has not been completed by PE teachers in State Elementary Schools throughout Aceh Besar Regency.

Teachers' creativity in designing learning infrastructure is one indicator of implementing an optimal learning process. Dartija's research (2014: 54) entitled: Data Collection, Mapping of Educational Sports Infrastructure Facilities in South Aceh Regency from 2002 to 2012, that in carrying out the learning process, most teachers only use existing infrastructure in schools, and without any creativity. The learning materials are carried out properly to prepare non-existent infrastructure by modifying it.

The results of the documentation show that there are 15 PE teachers who prepare to learn tools such as annual and semester programs. In addition, 12 PE teachers prepare teaching materials. 18 PE teachers have carried out the preparation of the RPP, but only 12 PE teachers have made LKPD.

Melody Albert Tangkua (2015:114) that the quality of education can be achieved through a good teaching and learning process. In principle, the teaching and learning process is a reciprocal relationship between teachers and students that occurs in the world of education, specifically in the field of PE study. The quality of teaching and learning is often viewed solely from the role and position of the teacher. It should be realized that many things determine the quality of learning, and



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the teacher is only one of them. Other matters that play a role are education staff, stakeholders, the community, and students. Students must be viewed as students who are independent individuals.

Good physical education, namely student-centered learning and emphasizing appropriate learning in the learning process, can also encourage students to be active. Teachers must be able to study various types of sports material for each different learning purpose and evaluate and assess student learning outcomes.

### Conclusion

The competence of PJOK teachers in SD Negeri in Aceh Besar Regency, based on the results of teacher competency tests, is below the national average. The pedagogical competence of PJOK teachers in SD Negeri Se Aceh Besar Regency has not shown maximum implementation in the learning process, both carrying out initial, core, and final activities.

The profile of PJOK teachers in public elementary schools throughout Aceh Besar Regency based on academic qualifications has not shown a good picture because not all teachers have PJOK backgrounds, and based on PJOK teacher certifications described, not all certified teachers according to PJOK subjects. The supervision carried out by the teacher's principal in learning PJOK in SD Negeri Se Aceh Besar District has not shown a full picture of its implementation. Implementation of supervision through stages of steps that include planning, implementation, evaluation, and follow-up.

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