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Analysis of Facilities and Infrastructure Management, Teacher Activeness in MGMP, and Professional Competence of Physical Education Teachers on Teacher Performance in Public High Schools in Rembang Regency

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Article Info

Abstract

This study aims to analyze the influence of infrastructure management, teacher participation in the Subject Teacher Consultation (MGMP), and the professional competence of Physical Education teachers on teacher performance. The method used in this research is a survey with a quantitative approach. Data were collected from 30 Physical Education teachers in nine state senior high schools in Rembang Regency. The results of the study show that good infrastructure management and active participation of teachers in MGMP forum positively contribute to the improvement of professional competence and teacher performance. Specifically, adequate infrastructure allows Physical Education teachers to perform their duties more effectively, while active participation in MGMP forum provides opportunities for teachers to share experiences, increase knowledge, and develop their professional skills. It was also found that the integration of these three factors can enhance teaching effectiveness and student motivation, as well as contribute to higher academic achievement. This research has significant implications for education management, particularly in improving the quality of Physical Education teaching through the optimization of infrastructure and increased active participation in MGMP forum. The findings indicate that schools and local governments need to pay more attention to providing adequate facilities and supporting active teacher participation in MGMP forum. Additionally, enhancing teacher professional competence through continuous training and professional development should be prioritized to achieve better educational quality in Indonesia. Furthermore, the results of this study can serve as a basis for the development of policies and training programs aimed at improving teacher performance, which will ultimately have a positive impact on overall educational quality.

Keywords: Infrastructure, MGMP forum Participation, Professional Competence, Teacher Performance.

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INTRODUCTION

The purpose of education is to enlighten the nation and develop the potential of students to become individuals who are faithful, pious, noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible. However, the quality of education in Indonesia is currently concerning compared to other countries. According to PISA 2018, Indonesia ranks 72nd out of 79 OECD countries. According to UNESCO's Global Education Monitoring (GEM) 2016, the quality of education in Indonesia is fifth from the bottom among 14 developing countries.

Differences in the quality of education between regions in Indonesia result in disparities in student learning outcomes. Factors such as the welfare of educators, access to education in remote areas, and low economic levels of the community contribute to the low quality of education. The COVID-19 pandemic has also worsened the situation by lowering student learning outcomes and increasing dropout rates.

To improve the quality of education, the government has implemented the Merdeka Belajar policy and various other programs. However, challenges such as inadequate educational infrastructure and regional disparities still need to be addressed. Teachers play an important role in the learning process. The competence and performance of teachers greatly affect the quality of education. Therefore, efforts to improve the quality of education must focus on enhancing teacher competence through continuous education and training. Complete educational facilities are also important in supporting the learning process. Providing adequate infrastructure is crucial to support teacher performance and the overall educational process.

Teacher participation in the Musyawarah Guru Mata Pelajaran (MGMP) also affects teacher performance. MGMP serves as a forum for teachers to share experiences and knowledge, and to enhance their professionalism. Active participation in MGMP helps teachers face learning challenges and improve the quality of teaching.

Overall, efforts to improve the quality of education in Indonesia must involve enhancing teacher competence and performance, providing adequate educational infrastructure, and active participation in teacher forums such as MGMP. This will support the achievement of national education goals to enlighten the nation and optimally develop the potential of students.

METHODS

This type of research falls into the category of quantitative research, as its aim is to describe the condition of facilities and infrastructure, the active participation of PJOK teachers, and the professional competence of PJOK teachers in relation to teacher performance at public high schools in Rembang Regency. The respondents in this study consist of PJOK teachers from public high schools in Rembang Regency, who were asked to complete questionnaires on the completeness of facilities and infrastructure, active participation in MGMP, professional competence, and teacher performance. The respondents were selected from 9 high schools in Rembang Regency and met the criteria for sampling techniques, with a total sample of 30 PJOK teachers, comprising 28 males and 2 females.

The data collection method used in this study is a questionnaire-based survey. The questionnaire used is a closed-ended type, where respondents only need to choose answers from the provided options. The questionnaires were distributed to the study subjects with the aim of obtaining accurate and objective data. The required data includes information about the management of facilities and infrastructure, the active participation of PJOK teachers in MGMP, the professional competence of PJOK teachers, and teacher performance. The instrument used for data collection in this study is non-evaluative, involving the provision of questionnaires to PJOK teachers. To collect data related to the existing issues, the researcher distributed

questionnaires to the respondents to be answered truthfully. However, the instrument to be used in this study is not yet fully ready for distribution, thus requiring pilot testing, validity, and reliability testing. This is crucial because the researcher has modified several words/sentences in the questionnaire items to suit the characteristics of the respondents who will fill out the questionnaire. Therefore, pilot testing of the instrument is necessary before the main research is conducted.

RESULTS AND DISCUSSION

For the variable of Facilities and Infrastructure, with a mean value of 61.90, the highest score is 77 and the lowest is 40. The classification of Facilities and Infrastructure Management is as follows: Very High Category 20%, High Category 53.33%, Low Category 23.33%, and Very Low Category 3.33%. The majority of data falls into the high category.

Tabel 1 Simple linear regression & coefficient of determination for the variable of facilities and infrastructure management

Coefficientsᵃ

Model		B	Std. Error	Beta	t	Sig
1	(Constant)	61.090	9.967		6.129	.000
	Sarpras	.308	.160	.341	1.920	.065

a. Dependent Variable: Kinerja_Guru

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the
1	.341ᵃ	.116	.085	5.369

a. Predictors: (Constant), Sarpras

A positive relationship was found with the regression equation Y=61.090+0.308XY (which can be interpreted as each 1% increase in the level of facilities and infrastructure management leading to a 0.308 increase in teacher performance) with an R square value of 0.116 or 11.6%. This indicates that 11.6% of the variation in teacher performance is due to facilities and infrastructure management, while the remaining 88.4% is influenced by other factors. This shows that better management of facilities and infrastructure will improve teacher performance.

Meanwhile, the variable of teacher activity in MGMP (Teacher Subject Group) with a mean value of 108.03, the highest score is 126 and the lowest is 89. The classification of teacher activity in MGMP is as follows: Very High Category 26.67%, High Category 26.67%, Low Category 23.33%, and Very Low Category 23.33%. The classification data of teacher activity in MGMP falls into the high category.

Table 2 Simple linear regression & coefficient of determination for the variable of teacher activity in MGMP

Coefficientsᵃ

Model		B	Std. Error	Beta	t	Sig
1	(Constant)	52.357	9.369		5.588	.000
	MGMP	.257	.086	.491	2.979	.006

a. Dependent Variable: Kinerja_Guru

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.491ᵃ	.241	.213	4.977

a. Predictors: (Constant), MGMP

A positive relationship was found with the regression equation Y=52.357+0.257X (which can be interpreted as each 1% increase in teacher activity in MGMP leading to a 0.257% increase in teacher performance), with an R square value of 0.241 or 24.1%. This indicates that 24.1% of the variation in teacher performance is due to participation in MGMP, while the remaining 75.9% is influenced by other factors. This shows that teacher activity in MGMP has a significant impact on teacher performance.

Furthermore, the variable of teacher professional competence has a mean value of 74.00, with the highest score being 83 and the

lowest being 61. The percentage classification is as follows: Very High Category 23.33%, High Category 36.67%, Low Category 30%, and Very Low Category 10%. Therefore, teacher professional competence falls into the high category.

Tabel 3 Simple linear regression & coefficient of determination for the variable of teacher professional competence

Coefficients[a]						
Model		B	Std. Error	Beta	t	Sig
1	(Constant)	59.618	10.596		5.627	.000
	Kompetensi_Guru	.277	.143	.345	1.944	.062
a. Dependent Variable: Kinerja_Guru						

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the
1	.345[a]	.119	.088	5.361
a. Predictors: (Constant), Kompetensi_Guru				

A positive relationship was found with the regression equation Y=59.618+0.277XY. (This can be interpreted as each 1% increase in the level of teacher professional competence leading to a 0.277% increase in teacher performance). The R square value is 0.119 or 11.9%, meaning that 11.9% of the variation in teacher performance is explained by professional competence, with the remaining 88.1% influenced by other factors. This explains that teacher professional competence significantly impacts teacher performance, where higher teacher professional competence can enhance teacher performance.

CONCLUSION

Based on the results of data analysis and the discussions explained in the previous chapters about the management of facilities and infrastructure, teacher activity in MGMP, and teacher professional competence, it was found that these factors impact the performance of PJOK teachers in public high schools in Rembang Regency with a percentage of 40.3%. From these results, the condition of the variables studied can be categorized as moderate. Therefore, it can be concluded that adequate and appropriate facilities and infrastructure for PJOK subjects can influence teacher performance. This is expected to serve as a reference in setting standards where the suitability of all facilities used for the implementation and achievement of educational goals and the learning process is crucial. Additionally, teacher activity in MGMP can influence and enhance teacher performance, which is important for teachers to continuously develop their skills, contributing to the improvement of student learning quality. Furthermore, increasing teacher professional competence can also impact the improvement of teacher performance in terms of teaching effectiveness, which is expected to enhance student motivation, engagement, and academic achievement.

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