

Social Status of Physical Education, Sport, and Health (PJOK) Teachers of Senior High Schools in Semarang

Isnaeni Agung Prasetyo^{1✉}, Tandiyo Rahayu² & Eunike Raffy Rustiana²

¹ Public Senior High School 1 Pecangaan, Jepara, Jawa Tengah, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:
July 2018
Accepted:
August 2018
Published:
August 2019

Keywords:

*occupational prestige,
occupational status,
self-esteem,
social status*

DOI

<https://doi.org/10.15294/jpes.v8i2.24888>

Abstract

The purpose of this study was to determine the occupational prestige, occupational status, and the self-esteem of the PJOK teachers in Semarang in terms of the teacher's perspective. The method used in this research was quantitative descriptive. The research sample was 123 respondents of PJOK teachers of all senior high schools in Semarang. The results obtained were that the teaching profession was considered by the respondents as an occupation that had very high prestige. PJOK teachers regarded their occupational status highly, despite the fact that 4% of teachers considered their occupational status to be low. PJOK teachers had very high self-esteem, even though there were 2% of PJOK teachers who had low self-esteem. It was suggested for teachers to improve their competence and self-esteem as a study to improve the quality of physical education learning.

© 2019 Universitas Negeri Semarang

✉ Correspondence address:

Raya Pecangan-Jepara, Jepara, Jawa Tengah, 59462

E-mail: bress041@gmail.com

[p-ISSN 2252-648X](#)

[e-ISSN 2502-4477](#)

INTRODUCTION

Health, sport, and physical education (PJOK) is compulsory subjects listed in the National Education Curriculum in Indonesia. As written in PP no. 4 of 2005, PJOK is part of the curriculum structure taught to students from elementary to secondary level. The legal basis shows how important the existence of the PJOK subjects is in school, with the existence of PJOK subjects students get many benefits.

Rustiana (2013) reports that Harmony Physical Education effectively increases students' emotional intelligence, that is intrapersonal, interpersonal, self-adjustment, stress management, and positive attitudes.

Nauert (2010) states that high school children who get the highest score in leadership skills are more physically active (≥ 20 minutes/day) every week. These children also tend to show high grades in empirical attitudes. Moderate exercise (≥ 30 minutes/day) and participation in team sports also correlate with higher leadership and empathy scores.

Although there have been many studies that explained the important effects of health, sport, and physical education (PJOK) at school, the reality is that PJOK is often seen as an unimportant or second-class subject. This is proved by various studies including those conducted by UNESCO (2014) reporting that PJOK is not a priority in the school curriculum. Hardman (2004) reports that the status obtained by physical education related to subjects in school is considered lower than that provided in the legal framework. In short, legally it has the same status but the reality is not.

As a result, PJOK teachers are underestimated, even though they have the same characteristics as educational background, obligations, and rights as teachers. Christodoulou (2011) reports that PJOK teachers are often considered to be a lot of people, including a number of teachers and students, as supervisors of fun entertainment and their job is only about blowing a whistle. This opinion seems to illustrate that the task of a PJOK teacher is very easy and does not need people who are

professional, qualified, and trained. In many countries, physical education teachers are ridiculed by others and they do not enjoy high respect in the community. In Indonesia, many schools when approaching the final exams take a policy to eliminate physical education and replace it with additional science or mathematics subjects. In many cases, the social status and rights and benefits of physical education teachers compared to other subject teachers are not the same (Stroot, and Bouma, 2006).

Another view is expressed by Waddington, and Smith (2002) where PJOK teachers realize that their social status is lower and is often considered inferior to other academic subjects. The concept of social status is a multifaceted dimension that is intertwined with a number of problems related to occupational prestige (job prestige), occupational status, self-esteem (Hoyle, 2001).

Hoyle (2001) states occupational prestige as a public perception of job positions in the hierarchy of jobs. In the simplest way of thinking about the hierarchy of jobs is to determine the list of job ranks according to the criteria given higher or lower.

Faunce (2016) defines occupational status as a place in the hierarchy where education and income variables are criteria.

Maumeister (Gilbert, Fike, and Lindzey, 2010) explains that self-esteem is an evaluative aspect of self-concept that is related to the overall assessment of whether a person is useful or not. Cast, and Burke (2002) describes measuring self-esteem using two dimensions: self-worth and self-efficacy.

Generally, there are three groups of teachers in schools: (1) teachers with the status of civil servants (PNS) in which the teacher is appointed as a civil servant by the government and/or regional government based on the prevailing laws and regulations; (2) permanent teachers non-PNS are permanent teachers who are appointed by BHP, or other legal entities that hold education units based on employment agreements, (3) non-permanent teachers (honoror) are teachers who are appointed to meet

the needs of teachers in both public and private schools.

In general, the purpose of this study was to analyze the social status of PJOK teachers of high schools in Semarang from the PJOK teachers' point of view. In detail, the purposes of this study were: (1) to analyze the occupational prestige of PJOK teachers in Semarang in terms of teachers' perspective. (2) to analyze the occupational status of PJOK teachers in Semarang. (3) to analyze the self-esteem perceived or obtained by the PJOK teachers of high schools in Semarang.

METHODS

This research used a quantitative descriptive design, in which the researcher intended to give a clear representation of the PJOK teachers' perception of the social status of PJOK teachers in high schools in Semarang.

The samples used were PJOK teachers of all senior high schools in Semarang, which numbered 123 people. Consists of 44 civil servants-PNS teachers, 51 GTT teachers (temporary teachers/honorary teachers), and 28 GTY teachers (permanent teachers).

The instrument used was in the form of a questionnaire. The questionnaire contained 33 items of questions, consisting of 6 questions about occupational prestige, 12 questions about occupational status, and 15 questions about self-esteem. The instrument was tested first to determine the value of the validity and reliability

of each item. The trial was conducted on 30 PJOK teachers high schools in Demak. To measure the validity of the instrument applied Pearson's product moment test and to measure reliability used Cronbach Alpha, the result was that 33 items were valid and reliable.

RESULTS AND DISCUSSION

Occupational Prestige

Being a teacher turned out to be considered by the respondents of high school PJOK teachers in Semarang as an occupation that had very high prestige.

Table 1. Perception of PJOK Teachers of High Schools in Semarang

Interval	Criteria	f	%
25.00 – 43.75	Very low	0	0
43.76 – 62.50	Low	0	0
62.51 – 81.25	High	10	8
81.26 – 100	Very high	113	92
Total		123	100

Table 1 showed that as many as 92% of teachers stated that a teacher as an occupation with very high prestige and 8% of teachers stated high. This showed that the majority of teachers with the types of Civil Servants (PNS), Permanent Foundation Teachers (GTY) and Non-Permanent Teachers (GTT) expressed their satisfaction with their occupation as a teacher.

Table 2. The Difference of Perception of PJOK Teachers about The Prestige of Teachers in Terms of The Types of Teachers

Type of teacher	n	Mean	Std. deviation	F _{value}	Sig	Criteria
PNS	44	95.1 ^b	5.98	11.910	0.000	Difference
GTY	28	88.2 ^a	6.81			
GTT	51	94.6 ^b	6.25			
Total	123	93.3	6.83			

Table 2 showed the value of $F_{value} = 11.910$ with a significance value of $0.000 < 0.05$, which meant that there was a significant difference in the perception of PJOK teachers about the prestige of the teacher in terms of the type of teachers; PNS, GTY, and GTT. Based on the results of Duncan's test, it was found that the perception of PNS and GTT teachers was higher

than GTY teachers considering the prestige of the teacher. This showed that although the three types of teachers were satisfied with the occupation as a teacher, PNS, and GTT teachers were significantly more satisfied with their occupation, as shown in Figure 1.

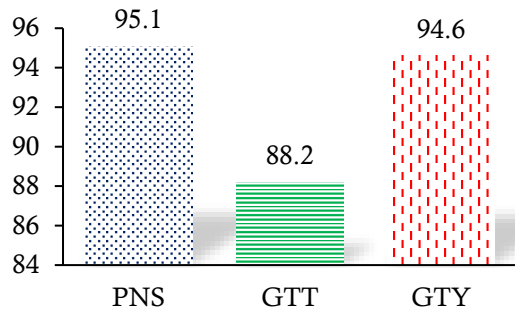


Figure 1. The Bar Chart on The Perception of PJOK Teachers of High Schools in Semarang about Occupational Prestige

As seen in Figure 1 of the three types of teachers, PNS teachers considered the occupational prestige highest with 95.1%, followed by GTY with 94.6% and then GTT 88.2%.

Occupational Status

The perception of PJOK teachers of high schools in Semarang about their occupational status could be seen from their education and income. PJOK teachers' perception of their occupational status could be seen in Table 3.

Table 3. Perception of PJOK Teachers of High Schools in Semarang about The Status of Teacher

Interval	Criteria	f	%
25.00 – 43.75	Very low	0	0
43.76 – 62.50	Low	5	4
62.51 – 81.25	High	65	53
81.26 – 100	Very high	53	43
Total		123	100

Table 3 showed that 53% of respondents regarded the teaching profession highly and 43% of respondents said it was very high, only 4% looked down on it. To see how the teacher's perception of the teacher status in terms of the type of teachers could be seen from the results of variance analysis as in Table 4.

Table 4 showed the value of $F_{\text{value}} = 0.619$ with a significance value of $0.540 > 0.05$, which meant that there was no significant difference in the perception of PJOK teachers about the teacher status in terms of the type of teachers; that is PNS, GTY, and GTT. Based on the results of Duncan's test, it was obtained an illustration that the perception of PNS, GTY and GTT teachers was almost the same, as shown in Figure 2.

Table 4. The Difference of Perception of PJOK Teachers about Teacher Status in Terms of The Types of Teachers

Type of teachers	N	Mean	Std. deviation	F_{value}	Sig	Criteria
PNS	44	82.05	10.65	0.619	0.540	No difference
GTY	28	79.61	6.67			
GTT	51	80.47	9.96			
Total	123	80.84	9.56			

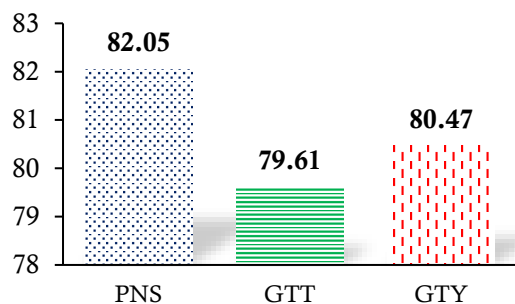


Figure 2. Bar Chart of Perception Of PJOK Teachers of High Schools in Semarang about Occupational Status

Self-esteem

The perception of PJOK teachers of high schools in Semarang towards their occupational status could be seen from the perception of self-worth and self-efficacy. The perception of self-esteem could be seen in Table 5.

Table 5. Perception of PJOK Teachers of High Schools in Semarang about Self-esteem

Interval	Criteria	f	%
25.00 – 43.75	Very low	0	0
43.76 – 62.50	Low	2	2
62.51 – 81.25	High	94	76
81.26 – 100	Very high	27	22
Total		123	100

Table 5 showed that 76% of teachers regarded self-esteem highly and 22% of teachers stated to be very high, only 2% looked down on it. To see how the teacher's perception of self-esteem is in terms of the types of teachers could be seen from the results of variance analysis as in Table 6.

Table 6 showed the value of $F_{value} = 2.193$ with a significance value of $0.116 > 0.05$, which meant that there was no significant difference in the perception of PJOK teachers about self-esteem in terms of the type of teachers; PNS, GTY, and GTT. Based on the results of the Duncan test, it could be seen that there was no significant difference between PNS, GTY, and GTT, as shown in Figure 3.

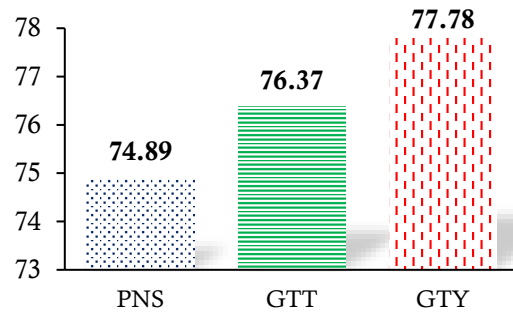


Figure 3. Bar Chart of Perception of PJOK Teachers of High Schools in Semarang about Self-esteem

Table 6. The Difference of Perception of PJOK Teachers about Self-esteem in Terms of The Type of Teachers

Types of teachers	N	Mean	Std. deviation	F_{value}	Sig	Criteria
PNS	44	74.89	7.65	2.193	0.116	No difference
GTY	28	76.37	7.69			
GTT	51	77.78	5.08			
Total	123	76.42	6.78			

CONCLUSION

Based on the results and discussion, it could be concluded that the teaching profession was considered by the respondents as an occupation that had very high prestige. Although there were significant differences in perceptions of the prestige of teaching profession in terms of the types of teachers; PNS, GTY, and GTT. Based on the results of Duncan's test, it was found that the perception of PNS and GTT teachers was higher than GTY teachers considering the prestige of the teaching profession. This showed that although the three types of teachers were satisfied with the teaching profession, PNS and GTT teachers were significantly more satisfied with their profession.

PJOK teachers consider their occupational status high, despite the fact that there were some teachers who considered their occupational status to be low. Overall there was no significant difference in the perspectives of PNS, GTY, and GTT teachers on their occupational status.

PJOK teachers had very high self-esteem, even though there were 2% of PJOK teachers who had low self-esteem. Overall there were no significant differences in the perspectives of PNS, GTY and GTT teachers in assessing self-respect.

REFERENCES

- Cast, A. D., & Burke, P. J. (2002). A Theory of Self-Esteem. *Social Forces*, 80(3), 1041-1068.
<https://academic.oup.com/sf/article-abstract/80/3/1041/2234285>
- Christodoulou, D., (2011). *Social Status of Qualified Physical Education Teachers in Cyprus*. Budapest: Semmelweis University.
- Faunce, W. A. (1990). On the Meaning of Occupational Status: Implications for Stratification Theory and Research. *Sociological Focus*, 23(4), 267-285. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/00380237.1992.10570568>
- Gilbert, D., Fike, S., & Lindzey, G. (Ed). 2010. *The Handbook of Social Psychology*. New York: Random Home. pp. 680-740.

- Hardman, K. (2004). *An Update on the Status of Physical Education in Schools Worldwide: Technical Report for the World Health Organisation*. WHO.
- Hoyle, E., (2001). Teaching: Prestige, Status and Esteem. *Educational Management & Administration*, 29(2), 139-152. Retrieved from <https://eric.ed.gov/?id=EJ629333>
- Nauert, R. (2010). *Physical Activity Helps Improves Social Skills*. PubMend Abstract.
- Rustiana, E. (2013). Upaya Peningkatan Kecerdasan Emosi Siswa Sekolah Dasar melalui Pendidikan Jasmani Harmoni. *Jurnal Cakrawala Pendidikan*, 1. Retrieved from <https://journal.uny.ac.id/index.php/cp/article/view/1267>
- Stroot, S. & Bomna, K. (2006). *Induction of Beginning Physical Educators into the School Setting. Handbook of Physical Education*. Sage publications.
- UNESCO. (2014). *Final Report 2013: World-wide Survey of School Physical Education*. UNESCO.
- Waddington, I., & Smith, A. (2002). *Sport, Health and Drugs: A Critical Sociological Perspective*. New York: Taylor & Francis e-Library.