

## Performance Analysis of Physical Education Teachers related to the Certification and Supervision Program in Tenggarong Seberang District

Irawan Hadi Saputra<sup>1✉</sup>, Eunike Raffy Rustiana<sup>2</sup>&Rumini<sup>2</sup>

<sup>1</sup>IKIP PGRI Samarinda, Kalimantan Timur, Indonesia

<sup>2</sup>Universitas Negeri Semarang, Indonesia

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### Abstract

Teacher certification is one way for the government to improve the quality and professionalism of a teacher in improving the quality of education in Indonesia. Also, supervision can realize its function as a process of improving teacher quality through activities that emphasize self-realization, self-growth, and self-development. This study aims to analyze and describe the performance of physical education teachers who have certification and supervision in Tenggarong Seberang District. The approach used in this study is a case study method. Data collection techniques using interview techniques, observations and documents. The background of the study included certified physical education teachers in Tenggarong Seberang District. The source of the data is obtained from the headmaster, certified physical education teacher. The results of the study in five schools and six certified sports teachers and five school principals found no significant effect on the performance of physical education teachers. From the five schools, lack of discipline in teaching does not change very much in the learning method and age and disease factors that affect the performance of physical education teachers. This study recommends that to improve teacher performance, the government must regulate teacher policies regarding age and health as teacher support. Firmness as well as principals in arranging a teacher he leads.

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✉Correspondence address:

H. Suwandi, Gn. Kelua, Samarinda Ulu, Samarinda,  
Kalimantan Timur, 75243

E-mail:[irawanmx@gmail.com](mailto:irawanmx@gmail.com)

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## INTRODUCTION

Education develops and has an important role in achieving the goals of progress from various aspects of life. The aspects of life include social, political, economic, cultural and security. Therefore, education is the main wall to defend a country to face the era of globalization which is full of competition from other countries.

Bidiasih (2014) teacher certification can be interpreted as a process of giving recognition that someone has the competence to carry out educational services to educational units after passing the competency test conducted by the certification body. When the teacher after obtaining certification, the teacher can be said to be a professional teacher. The professionalism of a teacher is related to the work of development carried out by the teacher. Continuous professional development is carried out through self-development, scientific publications, and innovative work (Rusdarti, Slamet, and Prajanti, 2018).

According to Suraiya, Usman, and Djailani (2016), supervision is assistance to improve teacher professionalism through discussion in groups or in groups about the study of education and development issues to find solutions to various alternative development to improve teacher professionalism. According to Imroatun, and Sukirman (2016), teacher performance is said to be good if the teacher has done the elements consisting of high loyalty and commitment to teaching assignments, mastering the subject matter extensively in the disciplines taught to students.

Supervision means an activity to make observations so that work is carried out by the provisions. Supervision is an academic activity that must be carried out by those who have an in-depth understanding of the activities being supervised (Mawarni, Chiar, and Sukmawati, 2017).

Mujahidin (2017) also added One effort to improve teacher professionalism was carried out through the academic supervision of the principal in supervising teacher performance. "Because the teacher in carrying out their duties needs to be

considered and evaluated for their performance ... through educational programs" (Rahayu, 2014).

Paramita, Aunurrahman, and Radiana (2017) assert the ability of the principal in organizing and developing my school resources to create an effective, efficient learning environment to improve teacher competence.

The teaching ability of a teacher makes a guarantee of the high and low quality of learning services received by students. School principals as leaders and school determinants play a very large role as determinants of the quality of teacher performance in schools (Ndapaloka, Hardyanto, and Prihatin, 2016).

Sulistianto (2014) asserted that as the principal becomes a component of education that is influential in improving teacher performance because with the supervisory function he can know the mistakes or shortcomings of the teacher in carrying out his duties.

In addition to assisting the teacher by providing solutions, and together solving problems faced by the teacher. Coaching for a teacher so he knows how and can manage the teaching and learning process as well as possible (Alam, Maisyaroh, and Sobri (2016).

Dirgayana, and Harnanik. (2015) also emphasized that student learning outcomes are the output of the learning process, thus the factors that influence the learning process also directly affect learning outcomes, one of the external factors of learning outcomes is teacher performance and the use of learning facilities. Lauda, Brahmasari, and Kusmaningtyas (2018) adds that performance is the result of work that has been achieved by someone in a certain organization to achieve goals based on standardization or-or size and time adjusted to the norms and ethics has been established. Mafudah, and Asrori (2016) also agrees, One of the factors that affect teacher performance is the teacher's ability and teaching skills.

The teacher's performance in managing such learning greatly determines the quality of education; also through a quality learning process, it will be more effective, efficient and productive (Sufiyadi, 2017). Agree the teacher's

performance is the result achieved by a teacher because he has carried out the task by the specified workload. Apart from that the task "the teacher must also send students to able to transfer modern values beneficial to the progress of society" (Mantasiah, and Amir, 2018).

According to Intani (2012), a person can make himself a set like an agent of social change, which is a driving factor for understanding and tolerance, and not just educating students, but being able to develop personal an intact, moral, and character.

## METHODS

According to Sugiyono (2008), there are four types of data collection techniques in the negative, namely observation, interview documentation, and triangulation. Whereas according to Sutopo (2006) methods of collecting data in qualitative research are grouped into two types, namely: interactive techniques (interviewing and participatory observation) and non-technical techniques, interactive (questionnaire techniques, document recording, and participation do not play a role). To obtain primary data from the study, data collection tools were used in the form of observations and interviews while documentation could be used as supporting or secondary data, with the population of the School located in the Tenggaraong Seberang District.

## RESULTS AND DISCUSSION

Tenggaraong Seberang Subdistrict is a sub-district in the region the middle districts Kutai Kartanegara located on a position between 116 08°BT - 117 08°BT and 0 07° LS - 0 27° LS. District Tenggaraong Across have large region reaching 437 with the total population reaching 79,997 people (April 2014) spread in 18 villages.

Schools in Tenggaraong Seberang Sub-district managed by the UPT Office of the Tenggaraong Seberang District Education Office have 43 public and private schools. With the number of elementary schools (SD) as many as 33 and junior high schools (SMP) as many as 10.

Of the two numbers to facilitate supervision, divided into three regions, namely: Upper, Land, and Sea. Even though there are so many schools, there are still a few schools that have physical education teachers. The average physical education teacher in the Tenggaraong Seberang area uses Honorary teachers and PNS teachers who have not been certified.

Based on the implementation of the teacher certification program several follow-up policies have been implemented from Government Regulation No.19 of 2005 concerning Guidelines for Implementing the Teacher Certification Program, Minister of Education Regulation No. 18/2007 concerning Teacher Certification in office. From this policy which is the legal basis for the implementation of teacher certification programs, which are expected to have an impact on teacher performance, especially physical education teachers. Discussion of research conducted by researchers, to analyze the effect of certification on the performance of physical education teachers in Tenggaraong Seberang District.

In learning activities, the role of a teacher is very important to educate students. Realizing this, linearity is one of the important things in determining a teacher to teach, especially as a certified sports teacher. This can minimize errors in the learning process to students when teaching sports material. The results of the study in Tenggaraong Seberang Subdistrict did not find teachers who were not liners especially certified physical education teachers.

Certification as determining the feasibility of doing his job as a teacher in the learning power in the District Tenggaraong Seberang not increased as before and after acquire certification. Some of the results of the interview expressed the length of time a teacher taught in the school. Also, the decline in the mastery of material possessed by teachers is caused by health and age factors experienced by physical education teachers. Because we know, a sports teacher in addition to having the knowledge and skills in sports should have a healthy physical well.

One of the government's efforts to improve the quality of education in Indonesia is through a

teacher certification program. This educator certificate is given to professional teachers who have quality as a qualified educating agent. Educators will have various teaching strategies or teaching methods that make a positive contribution to their students. The measure of the success of a quality guarantor by an education unit consists of a process indicator meaning an increase in quality capability to carry out planning and implementation in the learning process. Output indicators mean an increase in quality capabilities in extracurricular development and management of infrastructure, *outcome* indicators means an increase in student learning outcomes and manifest pleasant learning environment, and impact indicators mean continuous and continuous quality in the education unit.

The contribution of some physical education teachers can be drawn from the conditions in the field of education quality of a certified educational teacher in the preparation of RPP and Syllabus, which still suffers difficulties in the typing process on laptops due to age factors that are not young anymore. Also, variations in teaching were felt to be lacking in improving the quality of education as teachers in improving performance. Factors of learning enthusiasm in technological progress are still very lacking as well as government support to hold seminar seminars or training programs specifically for physical education teachers in the Tenggara Seberang District area as well as lack of support from government or agencies that are there in competitions or sports competitions, especially in the early age and adolescence.

The condition of teacher performance after obtaining certification has not yet increased. Especially the increase in teacher performance is very much needed for students and education in Tenggara Seberang District. Also, awareness of responsibility for the discipline of a teacher in carrying out tasks is still worrying. Because of that, as the headmaster, you should have a leadership spirit that can influence the teacher and the school he dreams of. By providing teacher empowerment to carry out a good and productive learning process, implementing leadership by the

maturity of the teacher, establishing harmony and openness among fellow teachers and principals by good communication.

Academic implementation supervision is an activity in the supervision process is being carried out. In the implementation of the supervision of education carried out by the principal as the main implementation, but with the limitations of the principle itself, there is the implementation of academic supervision involving the vice principal, senior teachers, and teachers who are concentrated in their fields to assist in the implementation of academic supervision. The supervision division activities carried out by principals, senior teachers, and teacher teachers are carried out by dividing the target of the teacher to be supervised.

The activities of supervision activities carried out by the principal also involve the active role of the teacher and his representative through peer relations. Supervision activities carried out by the school principal with the aim that the results of supervision will be known and the teacher can provide mutual input between peers. The obstacle that can occur in supervision activities carried out by the principal is that often the teachers are less open to the problems experienced by the teacher feeling embarrassed to express the problem. To overcome this, the headmaster gave a briefing to the teacher that the supervision carried out was to help the teacher not to look for teacher errors because the results of the development of the process of exchanging ideas and teaching knowledge through good communication could change the performance of physical education teachers.

However, when the supervision process is carried out with the knowledge of a school principal in leading an agency, it causes the impact of the gap between the principal and the teacher which results in a lack of harmony and can affect the performance of the teacher concerned, especially physical education teachers.

## CONCLUSION

Based on the results of the analysis and discussion of this research, it was concluded: There is no significant influence from certified teachers on the results of physical education teacher performance in Tenggara Seberang District. Because of the lack of awareness from the teacher and the sense of responsibility possessed by the teacher himself. Except for an increase in income to influence lifestyle after obtaining certification funds.

The influence of supervision on the performance of contemporary education teachers in Tenggara Seberang District. When a supervisor carries out supervision through good procedures and has a sense of mutual openness to those supervised.

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