



The Performance of Physical Education Teachers With Additional Duties In Gajahmungkur District Semarang City Indonesia

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Abstract

The reasearch is about formation of a coordinator for an education unit is not known, which causes the performance of physical education teachers to be poor and affects the P.E. learning in elementary schools . This study aims to assess the performance of Civil Servant and Non Civil Servant Physical Education teachers who carry out additional duties in Gajahmungkur District, Semarang City. This study is a qualitative research which employs ethnographic approach. The research subjects were Physical Education Teachers in the Gajahmungkur District area of work for the 2019-2020 academic year, School Principals, and Coleagues of Physical Education Teachers in Gajahmungkur District. The Secondary data sources are in the form of identities and the number of teachers, obtained from documents in the Gajahmungkur sub-district, Semarang City. Data collection instruments used in this study are in the form of observation and interview guidelines, as well as documentation studies. Based on the results of the study, it can be concluded that the performance of P.E. teachers who do not have additional duties is quite good. The performance of P.E. teachers who have additional duties are somewhat good, other additional duties greatly affect the performance of P.E teachers. Therefore, it can be said that the additional duties very burdensome for educators. The suggestions of this study are that the teacher can take the role of a real teacher. Without any obstacles from other duties that are very burdensome for the performance of P.E teachers. The authorities can make this suggestion into an evaluation to provide a reasonable additional duties for a teacher.

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INTRODUCTION

The teacher is the one who share knowledge, namely a professional educator with the main responsibility and duty of educating, teaching, guiding, directing, training, assessing, and evaluating students. Meanwhile, according to Act number 14 of 2005 about teachers and lecturers, teachers are defined as professional educators with the main assignment of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal primary and secondary education channels (Law of Republic of Indonesia Number 14 of year 2005).

The teacher, has the responsibility to deliver a number of material or subject matter to the mind of students, while as an educator the teacher is assigned with guiding and nurturing children to become capable, active, creative and independent human beings. Basically it can only be implemented by teachers who carry 4 competencies. Pedagogic competence is the ability in the management of students which includes: insight / or foundation of thought, understanding, curriculum development, learning design, learning implementation, student development, evaluation of learning outcomes, and student development (Law of Republic of Indonesia Number 14 of year 2005).

The reasearcher found out about the regulation of the Minister of Home Affairs of the Republic of Indonesia No. 12 of 2017. Concerning the guidelines for determining and classifying regional service branches and technical units in the regions. In Section 27 article 1 the structure of the UPTD (Reginal Technical Implementation Unit) Class B Education consists of the Chief, as well as the functional position group, which is meant by the functional position group is the school. So the school becomes the UPTD itself, in other words all programs, including finance, administration, selection of goods, expenditures, and activities that are reported to the regional education office are independent.

This situation leads to the rise of a new problem. This problem is the real situation in elementary schools is that they only have 1 teacher therefore those teachers are given additional duties for this reporting. Class teachers are from grades 1 to 6, but in reality grades 1 and 6 are not given duties on the grounds that they are vulnerable classes. Because grade 1 is the beginning of a child from kindergarten to elementary school. Class 6 teachers are considered to have to focus on students due to facing the National Standard School Final Examination (UASBN). There are only 2nd, 3rd, 4th, 5th grade teachers left and subject teachers.

Therefore, based on the aforementioned problems, namely the effect of the formation of a coordinator for an education unit is not known, which causes the performance of physical education teachers to be poor and affects the P.E. learning in elementary schools. Therefore, this research is entitled "The Performance of Physical Education Teachers Who Carry Additional Duties in the Work Area of Gajahmungkur District, Semarang City".

In a practical sense it means that the work indicator includes five elements:

The quantity of work result achieved by a person
The quality of the work output result
The target period for achieving the work results
Attendance and punctuality at work
Ability to cooperate with colleagues (Hadari Nawawi, 2006: 63).

Teacher performance is the teacher's ability to perform actions in accordance with predetermined goals which are directly related to the duties and obligations of teachers in terms of lesson planning, implementation of learning and evaluating learning outcomes (Salmawanti, 2017: 200). According to Mangkunegara (2009: 67), the factors that influence teacher performance are psychological abilities and motivational factors.

Factors on psychological abilities, teacher abilities consist of potential abilities (IQ) and reality abilities (knowledge & skills). Motivation factors, formed from the attitude of a teacher in dealing with situations and conditions at work. Motivation is a condition that moves someone

who is directed to achieve educational goals. Teachers as educators carry heavy duties and responsibilities, teachers must realize that they have to do their job seriously, are responsible, sincere and not careless.

In Government regulation no. 19 of 2005 about National Education Standards mentioned as follows:

1) Pedagogic Competence, namely the ability to manage students which includes: a) understanding educational insights or basics; b) understanding of students; c) curriculum / syllabus development; d) learning design; e) the implementation of educational and dialogical learning; f) evaluation of learning outcomes; g) the development of students to actualize their various potentials.

2) Personality Competence, namely the ability of a personality; a) steady; b) stable; c) adult; d) wise and prudent; e) authoritative; f) have a noble character; g) be a role model for students and society; h) evaluate own performance; i) sustainable self development.

3) Social Competence, namely the competence of educators as part of society for; a) oral and written communication; b) use communication and information technology functionally; c) get along effectively with students; fellow educators, educational staff, parents / guardians of students; and d) get along with the surrounding community.

4) Professional Competence, namely the ability to master broad and in-depth learning materials including; a) the concept, structure, and scientific / technology / art methods that cover / are coherent with the teaching material; b) teaching materials in the school curriculum; c) the conceptual relationship between related subjects; d) application of scientific concepts in everyday life; and e) competence professionally in a global context while preserving national values and culture. (Government Regulation number 19 of 2005).

Soekardi argued that physical education is essentially an educational process that utilizes physical activity to produce holistic changes in individual qualities, both physically, mentally and emotionally. (Soekardi, 2015: 147).

There are 2 things that can affect teacher performance, namely work motivation and teacher competence. In the motivation there are 2 internal and external, in the internal category there are several factors, namely: responsibility, targets achieved, clear duties, feedback, workload, achievement. While externally, namely: 1) Needs are met, 2) want to be praised, 3) Expectations to be paid attention. If there are 4 teacher competencies, namely: 1) pedagogical competence, 2) professional competence, 3) personality competence, 4) social competence. This is an obligation that must be done by an educator, but other factors arise. Such as additional duties given by the principal such as being a DAPODIK operative, BOS Bookkeeper (School Operational Fund), Treasurer and others.

METHOD

This study is a qualitative study using ethnographic approach. The primary data were obtained from informant who was individual in the form of answers of the interview conducted by the researcher. The primary data includes: Interview notes, filed observation notes, information data

The subjects of this study were (1) Physical Education Teachers in the work environment of Gajahmungkur District for the 2019-2020 academic year. (2) Principal of Public Elementary School in Gajahmungkur District. (3) Gajahmungkur District Physical Education Teacher co-workers for the 2019-2020 school year.

Data collecting instruments used in this study are in the form of observation guidelines, interview guidelines and documentation study. Source of data included in the instrument are principals, co-workers, and P.E teachers with additional duties. For principals and co-workers the aspect which was studied including: work motivation, P.E teachers' competence. Subjects themselves are P.E teachers namely: Self Understanding, Workload, Objective, and Factors affecting Work motivation and performance of P.E. Teachers. In this study,

researcher used semi-structured interviews. This data reduction, data presentation, conclusion or is because the main questions have been outlined verification.

and outlined but the questions develop as needed. The stages of conducting interviews include: 1) determining who will be interviewed. 2) Preparing research instruments. In this study semi-structured interviews are used. 3) conducting the interviews to make them productive.

The following documents were included in the study: 1) Copy of decree on additional assignment to be assigned 2) Copy of lesson plans and administration 3) Photos at the time of research. 4) Record book of interview results of respondents.

Triangulation techniques were used to ensure the validity and validity of the data in this study. The triangulation used was source triangulation and technique triangulation. According to Sugiyono (2010: 375), triangulation is a source used to test the correctness of data by going through several sources such as colleagues, namely: principals, co-workers and teachers,

The process of data analysis in this study based on the observations made, the following using the Miles and Huberman model, including data can be found:

In this study, researchers recorded interview data objectively and as it was according to the results that occurred in the field. Primary data and secondary data were collected from interviews and observations conducted at the research site.

Data reduction was carried out starting from data collection, this stage is directed at selecting the collected data starting from the field records that have been scheduled. So that the results of the notes become a complete report. Data presentation in qualitative research is in the form of brief descriptions, tables, charts, graphs and the like. "By displaying the data it will be easier to understand what is going on, and can plan for the next.

RESULT AND DISCUSSION

The performance of P.E. teachers in Gajahmungkur District at the learning stage,

Table 2. The data of learning planning and the outcome of the implemented works

No	Teachers' Name	Materials	Annual & Semester Program	Lesson Plan	Scoring and Evaluation	Other Work Outcomes
1	P.E Teacher I	V	-	-	V	B
2	P.E Teacher II	V	V	V	V	B
3	P.E Teacher III	V	V	V	V	B
4	P.E Teacher IV	V	-	-	V	B
5	P.E Teacher V	V	-	-	V	B
6	P.E Teacher VI	V	V	V	V	B
7	P.E Teacher VII	V	-	V	V	B

From these results, at the learning implementation stage, they have not done it correctly and accordingly. As an example, in making lesson plan and semester programs still using last year. So it can be seen that learning is not adjusted to the conditions in the classroom and the character of the students. Even though the planning is still not right, the implementation of the learning is going well.

then for the assessment has done the assessment appropriately leads to cognitive and physical assessments. Then carry out remedial and evaluation activities appropriately. The performance of Civil Servant and Non Civil Servant Physical Education teachers who carry out additional duties in Gajahmungkur District, Semarang City.

The results of the work of a P.E teacher who have additional duties are good. But because there are additional duties in the work, they need help from colleagues or other teachers. Meanwhile, for the implementation of learning, students often give duties to students. So that they are only given duties because they have to do other additional duties such as bookkeeping finances and books of state-owned goods. Assessment of student learning outcomes has been said to be good, but unfortunately not all learning material can be given to students. Because they often leave or give duties in writing so that the evaluation material is not delivered to the practice.

Teachers who have additional duties actually have speed in doing duties. Because it has a clear work target. However, because there is often work that is outside the plan. So that tends to often do overtime work that exceeds working hours, even work is often brought home. It can be seen from 7 teachers, 4 of whom often bring work at home. While others do not bring work at home because there are teachers or co-workers who help at school. Usually what happens when no one helps the assignment ends up taking longer to collect.

What happens is because of the dense work duties so that you cannot help outside of activities. This is evident from some colleagues who say that if they are said to have done the additional assignment, no one dares to disturb or ask for help. As for the initiative to use other media it can be said that you can, but in your spare time.

In terms of communication, P.E teachers who have additional duties are actually no better. It is not because of the lack of openness with school members or colleagues. But due to the time consuming there is almost no communication. It can be seen that when the report has started, it will not be able to move from where it works.

DISCUSSION

From these findings, according to Mangkunegara, it is known when the factors that affect teacher performance (Mangkunegara, 2006: 67).

Self-concept factors that affect the performance of P.E teachers who have additional duties including:

Positive self-assessment and appreciation.

Accept the existence of various other people's judgments.

Positive supportive assessment of the work environment.

There is a positive influence from the referral group.

There is support and encouragement from friends and colleagues.

From the results of the work can be done but must require help from colleagues. Due to not being able to complete duties on their own, it can be said that the self-concept is influenced by the work environment. If there are no co-workers, the speed and accuracy of the work is greatly affected

Work motivation factors that affect performance:

The spirit of self-development: Having a feeling of pleasure at work.

Having positive competitiveness for achievement and feeling happy at work.

Have positive competitiveness for achievement.

Performing duties and responsibilities is not just hoping for incentives.

Performance:

Able to prepare a lesson plan even though using the same method.

Giving scores objectively only the total score is not according to the competency standards of graduates.

The material given is taken according to the lesson plan.

Prioritizing the importance of school bookkeeping administration compared to learning.

Asking coworkers for help when unable to finish it on their own.

CONCLUSION

The results of the study indicate that the value of work motivation for sports teachers who have additional duties is not doing their duties as sports teachers properly.

So the additional duties as bookkeeper or treasurer and other additional duties greatly affect the performance of physical education teachers. Therefore, the additional assignment is very burdensome as an educator.

Suggestion

P.E teachers can carry out self-concept development and positive motivation to maintain job performance.

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