

Performance Analysis, Self-Concept, and Motivation of Physical Education Teachers at SMPN Sungai Lilin Subdistrict, Musi Banyuasin Regency

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Abstract

Becoming a professional teacher can be seen from how their performance, self-concept, and motivation carry out their duties and responsibilities in teaching. This study aims to obtain a description of the performance analysis, self-concept, motivation of physical education teachers at SMPN in Sungai Lilin Subdistrict, Musi Banyuasin Regency. This type of research uses exploratory research. The sources of the research were obtained directly from physical education teachers, school principals, and colleagues through observation, interviews, and documentation. The data analysis technique used was the SWOT analysis technique with a qualitative approach. The results of the study explained that PJOK teachers who have a good quality of performance abilities had completed the learning program appropriately. The self-concept of the PJOK teacher by becoming a teacher is his goal, to be positive in responding to unpleasant experiences. Physical education teacher motivation based on internal and external motivational factors is built with the support of all parties. The conclusion of the study shows, the results of the performance of PJOK SMPN teachers in Sungai Lilin Subdistrict, Musi Banyuasin Regency, are said to be able to carry out their duties and responsibilities well. The self-concept of PJOK teachers is said to be good if it is proven that being a teacher is his ideal. And can positively respond to unpleasant experiences. The motivation of PJOK teachers based on internal and external factors shows that motivation is fairly good with the appreciation given.

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INTRODUCTION

Teachers are the spearhead who expected to be able to deliver the quality of education. To make this happened, it needs the teachers who can have a good performance. So that they are efficient and effective. The learning process that is managed with quality teacher performance will be able to produce quality human resources. Teacher performance can be interpreted as a condition that shows a teacher's ability to carry out this duty and describes the teacher's behavior during teaching (Wachidah, 2019). Performance can be interpreted as the achievement of performance by the rules and standards of organizations in the schools (Oktyama & Wahyudin, 2013). Teacher performance is the result of the teacher's achievement by a teacher because they have carried out their duties by the workload determined by the school and office (Priyoga & Harmanik, 2017).

Honorary teacher performance is a problem in itself. It is because the status factor attached to him as an honorary teacher automatically has far from sufficient salary or income so this has resulted in the low performance of honorary teachers. Motivation is a tendency of a person (individual) or employee to participate and involve themselves in sharing work activities that lead to the desired goals and objectives (Budi, 2012). Self-concept is a manifestation of a person's personality, the overall perception of a person will bring him to know more about himself, make an assessment of himself, and be able to accept himself. The self-concept factor that most plays a role in influencing the subject's performance is the environmental factor of family and co-workers (Khamzah Yuniar, Soegiyanto, 2016). Self-concept can affect a person's achievement motivation because self-concept is how a person assesses himself (Palupi, 2019). Motivation is the strength of an individual to encourage and move individuals to carry out activities in achieving a goal (Zulkifli et al., 2014). Work

motivation is an impulse that arises in a person and causes him to take certain actions to meet his needs (Rabialdy, 2020).

Physical education subject materials include the experiences in practicing basic skills in games and sports, development activities, self-testing, rhythmic activities, aquatics (water activities), outdoor education, and health. Physical education is a learning program that pays proportional and adequate attention to learning domains, namely psychomotor, cognitive, and affective aspects (Yuniartik et al., 2017). Physical Education Sport and Health is an educational process that utilizes physical activity to produce holistic changes in individual quality, both in developing the physical, mental and emotional development of students (Sucipto et al., 2016).

Education is the foundation of a country. Through education, it can change the education itself. Education is very close to human life, it starts from an early age humans get education from their parents and grow up to become educators for their children (Diana Darmawati et al., 2017). Physical education is one of the substantive problems for the State of Indonesia in the current era of globalization, educational institutions. In Indonesia, it must be able to produce quality human resources and be able to compete competitively to face an increasingly fierce competition between countries in various activities of life (Laeli Mafudah, 2016).

The teacher must equip themselves with specific knowledge and skills to achieve their job and responsibility in the classroom. It is important because there are challenges and complexities in teaching and learning activities (Husain et al., 2015). A good teacher can be characterized by a state of harmony between the various levels. It means that educators will ideally pay attention at all levels depending on the phase in the teacher education program, the development process of each teacher, and the specific problems faced (Korthagen, 2004).

The word "analysis" in the Indonesian dictionary can be interpreted as a process of

solving a problem or problem that begins with an assumption of its truth and can also be interpreted as an assessment of an event (action, thought results, and parts of it) to see the actual situation. SWOT analysis stands for Strength, Weakness, Opportunity, and Threat. This analysis aims to look at strategic planning aspects (Helms & Nixon, 2010).

METHOD

This study uses a qualitative approach, with a SWOT analysis where the researcher intends to explore the description of the performance, self-concept, and motivation of physical education teachers at SMPNs in Sungai Lilin subdistrict, Musi Banyuasin Regency. The main data source in a qualitative study. Primary data sources were obtained directly from the interaction of researchers with physical education teachers as research subjects through observation and interviews. Sources of data in this study were Physical Education teachers, school principals, and peers. The data analysis technique used in this research is to use the SWOT analysis technique with a qualitative approach, which consists of Strengths, Weaknesses, Opportunities, and Threats.

RESULT AND DISCUSSION

Based on the research objectives, this study has three objectives, namely 1) Performance Analysis of Physical Education Teachers in the Sungai Lilin District, Musi Banyuasin Regency. 2) Self-Concept Analysis of Physical Education Teachers in SMPN in Sungai Lilin Subdistrict, Musi Banyuasin Regency. 3) motivation analysis of Physical Education teachers in SMPN in Sungai Lilin sub-district, Musi Banyuasin Regency.

Performance Analysis of Physical Education Teachers at SMPN Se-Sungai Lilin Subdistrict, Musi Banyuasin Regency, the researchers found that the teacher's performance was said to be good, seen from the five performance indicators as follows, 1)

the quality of work proves that the teacher can plan learning programs appropriately, PJOK teachers are also able to provide an assessment of student learning outcomes and be careful in explaining the material. 2) The speed and determination of work can determine the character of each student, thus a teacher can find out where the student's ability level is. Teachers of PJOK SMPN in Sungai Lilin Subdistrict also did their best to complete the learning program according to the academic calendar. 3) Initiatives in the work of all PJOK teachers who are in SMPN in Sungai Lilin sub-district have carried out learning well even though some schools are still incomplete with sports equipment, but in this shortage, PJOK teachers always have a solution to modify sports equipment so that learning continues well as well as the existence of school administration. 4) The workability of SMPN PJOK teachers in the Sungai Lilin sub-district has been said to be quite optimal. It can be seen from the results of interviews that have been carried out, a PJOK teacher can bring the classroom atmosphere well and is also able to assess his students after learning takes place. However, some teachers are still constrained in mastering the class. 5) The communication made by PJOK SMPN teachers in Sungai Lilin sub-district to students has gone well. It is observed how a teacher always responds to the questions raised by their students even outside of class hours.

Based on the explanation above, it is then analyzed with four aspects of the SWOT analysis in which a teacher has the strength of support from all school parties. A teacher can add insight by taking advantage of the opportunity to take part in special training held by the district government. PJOK teachers also have the following weaknesses and threats, in making learning programs a teacher copying paste from other colleagues, and what is the threat is when the school does not immediately complete the lack of infrastructure.

Self-Concept Analysis of Physical Education Teachers at Junior High Schools in

Sungai Lilin Subdistrict, Musi Banyuasin Regency, the researchers found that PJOK teachers were seen from the four indicators of self-concept as follows: 1) Self appraisal-viewing self as an object (self-assessment) of all PJOK teachers take advantage of its advantages in the field of sports so that students can understand and develop to produce good students. 2) Reaction and response of others (other people's assessment of individuals) even though some teachers are still honorary, they never feel discouraged by their work and other people's higher producers than themselves. PJOK teachers make other people's judgments as motivation to make them a better person and an example for their students. 3) Roles play-role taking (the role played) in playing its role as a PJOK teacher, all PJOK SMPN teachers in Sungai Lilin sub-district have had unpleasant experiences either from their coworkers or from students, but every teacher makes it to be future evaluation and also reflect and they have their way of dealing with. 4) The reference group (being a member of a group) of all SMPN PJOK teachers in Sungai Lilin sub-district as a teacher they have tried to give an example of their full authority as a teacher. Even though they are in a different profession than themselves as teachers, they still feel proud and must adjust and maintain their dignity as a professional teacher inside and outside.

Based on the explanation above, it analyzed with four aspects of the SWOT analysis in which a teacher has the strength that being a teacher is his ideal and can accept his weaknesses and take advantage of his strengths. The opportunity a teacher gets in a school environment is that there is competition in positive terms. In the self-concept of a teacher, there are weaknesses and threats as follows, there are assessments from other people who are still not supportive and if you cannot respond positively, eating will decrease a teacher's self-confidence.

Analysis of the Motivation of Physical Education Teachers at SMPNs in Sungai Lilin Subdistrict, Musi Banyuasin Regency, the

researchers found that the motivation of PJOK teachers consisted of two factors, namely: 1) internal factors a) The responsibility of the teacher in carrying out the task, the PJOK teacher happily fulfills its duties. PJOK teachers also do not object to being given assignments outside their responsibilities as teachers. b) Carry out tasks with clear targets, in carrying out their duties PJOK teachers have hopes and goals in the future to make students better so that they can be said to be successful as teachers and their hopes for the government should not be made difficult for teachers who are still honorary. c) There is feedback on the results of work, Praise and bonus incentives given from their superiors in doing their job well are one of the motivations for him to be able to carry out the next assignment better. d) Prioritize the achievement of what is done, PJOK teachers in making achievements both for themselves and for students, which they mainly provide are sports that they master first, because with the branches they are good at, they can make students more than themselves and can develop names. school. 2) external is divided into two parts, namely: a) Always meet the needs of life and work needs. PJOK teachers in fulfilling individual or family needs, they always sacrifice family matters for the sake of their duties and their obligations are required to be professional in regard to work. b) Working with the hope of getting incentives, seen from some PJOK teachers who are still honorary to meet the needs of their families looking for additional income outside of teaching hours by working side-by-side. Expect bonuses and incentives that are always given.

Based on the explanation above, it analyzed four aspects of the SWOT analysis in which a teacher has the strength of the bonuses and incentives from the school that is given to teachers for their performance and responsibilities as a teacher. There are scholarships given to teachers from the government for teachers who wish to continue their education. There are weaknesses and

threats in carrying out their role as a teacher, they sacrifice a lot of family affairs because of the demands of a professional job. The government's lack of attention to the welfare of teachers who are still honorary and the monthly salary of the honorarium is not sufficient for the needs of the family. This demands that they have to find additional work.

CONCLUSION

Based on the results of the performance analysis, self-concept and motivation of physical education teachers at SMPN in Sungai Lilin Subdistrict, Musi Banyuasin Regency, it can be shown as follows: 1) The results of the performance of the Physical Education teachers at SMPN in Sungai Lilin Subdistrict, Musi Banyuasin Regency. It has been proven optimal from the ability of teachers to carry out learning programs according to the academic calendar, to be able to carry out administration properly and to be able to answer every question from students. 2) The self-concept of PJOK teachers is seen from their role as teachers who have experienced unpleasant experiences and can respond to them positively. PJOK teachers in SMPNs in Sungai Lilin sub-district do not feel discouraged seeing the level and work of others economically as higher than their profession as a teacher, because being a teacher is their ideal. 3) The motivation of PJOK teachers based on internal and external factors shows that their motivation is good with the support of all parties in the school as well as within the family and community. There is an appreciation given to PJOK teachers from the school in the form of rewards and incentive bonuses.

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