

## The Effect of Teaching Certification on the Performance of Physical Education Sports and Health Teacher in Paser Regency, East Kalimantan

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### Abstract

This study aims to analyze the performance of certified physical education, sports, and health teachers. Method used the case study design, the data collection used interview, observation, and documentation. Sources of data consist of school principals and certified physical education teachers in Paser Regency, East Kalimantan Province. The sources of data were obtained from school principals and certified Physical Education in Sports and Health (PESH) teacher. Data were obtained from a sample of 9 schools, 4 PESH certified teachers, and 9 principals in Paser Regency. Results of study on the performance of certified PESH teachers were reviewed with 5 indicators, quality of work, the accuracy of work, initiative, ability of work, and good communication shown in the results of the Employee Performance Target assessment which increased. The certified PESH teachers are teachers who have good abilities because they have passed the test process. The ability that has been proven to have an influence on the performance of teachers, it is characterized by the quality of work, accuracy of work, initiative, ability of work, and good communication. Results of study on the performance of PESH certified teachers were reviewed with five indicators, namely work quality, work accuracy, initiative, work ability, and good communication showed significant differences, which are marked by the exceeding of these five indicators. Conclusion this study, there are positive effect of certification on the performance of PESH teachers which is characterized by indicators of work quality, work accuracy, initiative, work ability, and good communication.

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## INTRODUCTION

Teachers in the world of education have a very dominant role in achieving the quality of education (Suwardi & Farnisa, 2018). Efforts to prepare human resources in this case, a professional teacher needs concrete affirmation. Teachers have positions as professionals at the level of early childhood education, basic education, and secondary education at the formal education level who are appointed in accordance with statutory regulations (Law No. 14 on Teachers and Lecturers, 2005). Educators/teachers are one component of the success or failure of education in a school (Ansori et al., 2016).

Teacher performance is a process of developing activities to be more optimal, so that the educational goals that have been set can be achieved properly. Teacher performance in schools is realized through the ability to educate, teach, train, guide, assess and evaluate students in learning at school (Narsih, 2017). The learning process can be said to be good if it is supported by the professionalism of teachers who have good competence and performance. Abdillah (2020) stated that the improvement and development of teachers' professional abilities includes various aspects, namely the ability of teachers to master the curriculum and teaching materials, the ability to use methods and facilities in the teaching and learning process, carry out assessments of learning processes and outcomes as well as the ability to use the environment as a learning resource, disciplined and committed to the task.

The government holds a certification program as an effort to improve the quality, professionalism, and quality of teacher education in Indonesia (Anwar & Mubin, 2020). This educator certification is given as legal proof of being a professional teacher. This is in line with the opinion of Mega Mahesti Budiasih (2014) that teacher certification can be interpreted as a process of giving acknowledgment that someone has had a competition to carry out educational services in

educational units after passing a competition test held by a certification agency.

In carrying out their functions and duties, teachers are professions that have certain requirements as stated in the National Educational System Law Number 20 of 2003 article 39 (1) and (2). From the duties and responsibilities carried out, teachers are required to have certain abilities and skills where these abilities and skills are part of the professional competence of teachers to be able to carry out their duties and responsibilities properly (Mena et al., 2016).

There are certified teachers who teach in schools in all districts/cities in East Kalimantan Province. There are 10 regencies/cities in East Kalimantan Province, including Berau Regency, West Kutai Regency, Kutai Karta Negara Regency, East Kutai Regency, Mahakam Ulu Regency, Paser Regency, North Penajam Paser Regency, Balikpapan City, Bontang City, Samarinda City of the 10 districts in the province of East Kalimantan, the focus of the research is Paser Regency.

For the Paser Regency area, some schools are close together and some are very far away, and road access in some schools is very difficult to reach and internet services are inadequate, especially schools located in remote areas. From this considerable distance, there is a lack of supervision carried out by supervisors to check the quality of teacher performance in remote areas. As for some teachers who are often late and neglect their duties as sports teachers. However, the teacher still gets good supervision results from the principal. Paser Regency has 52 public junior high schools, 2 private junior high schools, and 1 public (*Madrasah Tsanawiyah/MTS*). From the many schools in Paser Regency, the researchers took 9 public junior high schools in Paser Regency to be used as samples in the study.

In this case, there are several opinions that suggest supervision, according to (Adiyanto et al., 2017) suggesting that academic supervision that can improve the quality of teacher performance is carried out based on systematic,

planned, and continuous principles. Mujahidin (2017) also added that one of the efforts to improve teacher professionalism is through the academic supervision of school principals in supervising teacher performance. "Because teachers in carrying out their duties really need to be considered and their performance evaluated, through educational programs (Rahayu, 2014).

According to Yuniar & Raffy Rustiana (2016) that a physical education teacher is required to have skills in the field of sports to equip himself in teaching. In line with research Agustin et al., (2020) that *PESH* teachers and parents must pay attention to students as subjects in education who have roles and positions that must be considered in learning, the government needs to provide clear guidelines and care about the implementation of education through the curriculum.

In carrying out learning activities, physical education teachers are required to have good teaching abilities and skills, to improve the quality of the teaching and learning process the teacher has a very important role because it is the teacher who functions directly in the teaching and learning process. According to Kurniawan et al. (2021) the performance of teachers who do not have additional assignments is quite good. The performance of teachers who have additional assignments is good, other additional tasks greatly affect the performance of teachers. Therefore, it can be said that these additional tasks are very burdensome for educators. The statement above is in line with Darmawati et al. (2017) that teacher performance in the teaching and learning process is important to pay attention to the teacher's teaching experience, welfare, and competence of the teacher.

Research related to teacher certification performance has been conducted by several researchers, including Hadi Saputra et al. (2019) in an article entitled "Performance Analysis of Physical Education Teachers related to the Certification and Supervision Program in *Tenggarong* Seberang District". The research of Hadi Saputra et al. (2019) aims to analyze and

describe the performance of physical education teachers who have certification and supervision in *Tenggarong* Seberang District. The results of the study in five schools and six certified sports teachers and five principals did not find a significant effect on the performance of physical education teachers. Of the five schools, the lack of discipline in teaching did not change much in learning methods and age and disease factors that affect physical education teachers' performance. This study recommends that to improve teacher performance, the government should regulate teacher policies regarding age and health as teacher support. The principal is also firm in managing the teachers he leads.

Furthermore, further certification research was carried out by Soeprayogie et al. (2021), with an article entitled "Certification Impact on Performance of *PESH* Teachers in State Junior High Schools in Paser Regency, East Kalimantan Province". The article examines the influence of the National Education System Law and the Lecturer Teacher Law which regulates the teacher certification program, which allegedly has an impact on the performance of teachers to become more professional. This type of research is a qualitative research to produce spoken or written words. Collecting data by observation, interviews and documentation. Primary data are 10 certified Physical Education, Sports and Health (*PESH*) teachers, while secondary data are observations, questionnaires, CAR, certificates and lesson plans. Naturalistic data analysis according to the actual situation in the field. The results showed that the performance of most of the 10 certified *PESH* teachers, with 4 competency indicators still needed to be improved in 2 competencies, namely Pedagogic and Professional. While the Personality and Social competencies are in the good category. Factors that affect performance based on normative commitments need to be improved, while the physical work environment conditions need to be improved with school facilities, infrastructure, and facilities. The welfare conditions of the 10 *PESH* teachers are quite financially prosperous.

The results of research that have been carried out by several previous researchers show that certification has a positive impact on teacher performance. Research related to the performance of teachers in border areas such as in *Paser* Regency, East Kalimantan Province needs to be done, because it can show how the performance of certified SMP PESH teachers so far in *Paser* Regency, East Kalimantan Province.

## METHOD

The approach used in this research is the case study method, because in this research process it seeks to study and investigate an event or phenomenon that is the object of research. The problems discussed aim to describe or describe existing conditions or phenomena, based on a complex arrangement, a comprehensive picture, arranged in words, reporting detailed views of resource persons (principals, certified teachers) carried out by collecting data in a situation appropriately, using a systematic, directed, and accountable way of working, so that it does not lose its natural character. In this regard, the researcher carried out a series of activities in the field, starting from the initial data collection to the research location, orientation studies, and continued with focused studies. The subject of this research is the performance of certified junior high school (*SMP*) PESH teachers in *PASER* Regency, East Kalimantan Province. The study was conducted to assess the performance of certified PESH teachers. The research was conducted in *PASER* Regency, East Kalimantan Province with the consideration that this place can provide complete information and can carry out the research needed to compile this research.

The data sources in this study were certified *PESH* teachers obtained through three objects, namely person, place, and paper. Persons include principals and certified teachers. Place includes the place of research, namely the Junior High School in *Paser* Regency, East Kalimantan. The paper includes documents regarding the Principal, Certified PESH teachers in *Paser* Regency, East Kalimantan Province.

Data collection is in the form of observations and interviews, while documentation can be used as supporting or secondary data.

The validity of the data used by the author in this study there are two ways, namely observation and triangulation. The observation technique is a technique used by the author to obtain accurate and valid data, in line with these two authors are also required to be disciplined, diligent and careful in recording and collecting data. Persistence of observation referred to in this case is being able to find characteristics and elements and situations that are relevant to the problem or issue under study to provide information or a truly detailed picture.

Triangulation is a technique of checking the validity of data that uses something else from outside the data for the purpose of checking and comparing the data. The data triangulation method used by the author is source triangulation, which in source triangulation the author explores the truth of an information with various methods and sources of data acquisition. The source triangulation technique used by the researchers in this study was to conduct observations, interviews, and documentation. Initial observations by finding problems, interviews were also conducted from several informants as a cross check of information. Likewise, the documentation carried out by researchers is direct documentation in research activities as well as documentation of documents related to the Supervision of Certified and Uncertified *PESH* Teacher Performance in *PASER* Regency, East Kalimantan Province.

Data analysis can be carried out through a compilation and interpretation activity in drawing conclusions because there is a connection with the phenomena that are interpreted according to the natural setting, then qualitative data analysis must be fulfilled, namely naturalistic, inductive, and holistic analysis. Naturalistic analysis is a data analysis based on data based on real situations that change naturally, openly, and there is no engineering variable control. Sugiyono (2009) suggests that the activities in qualitative data analysis are carried out interactively and take

place continuously until complete. The data contains four components, namely: data collection, data reduction, data presentation or display, drawing conclusions or drawing conclusions.

## RESULT AND DISCUSSION

The process of reviewing and analyzing the performance of certified Sports and Health Physical Education teachers in *Paser* Regency based on indicators of work quality, work accuracy, initiative, work ability, and good communication was obtained after researchers conducted an analysis and reviewed the findings obtained by researchers during conducting research with theoretically adjust and the facts found from *PESH* teachers, school principals and colleagues in *Paser* Regency.

### Quality of Work

Based on the study and data analysis, the results of research related to the performance of *PESH* teachers on the sub-indicator of work quality were obtained. The results of this study were compiled with a narration process starting with the *PESH* teacher, the principal. Colleagues and some information obtained from students to strengthen the explanation when drawing conclusions. The indicators in the sub-indicators are mastering the material, managing the teaching and learning process, and managing the class.

Most of the performance of *PESH* teachers with the benchmark of work quality sub-indicators, of the three certified teachers still need improvement in the sub-indicators of material mastery. The following are the results and discussion of the performance of *PESH* teachers who have been certified in *Paser* Regency on the work quality sub-indicator.

### Attaining Materials

A teacher can to be successful in learning, the first thing that the teacher does is that the teacher must be able to understand and master what material will be conveyed to students, so learning will run smoothly. Based on the results

of the study and data analysis, it shows that certified *PESH* teachers in *Paser* Regency still need to prepare themselves in the sub-indicators of attaining materials. This is evidenced by the results of the interview with a teacher named ND.

"If we attain, we must also learn before carrying out learning. First, we learn what we will do tomorrow so that there will be no obstacles for students' learning later."

The ND teacher's statement shows that certified *PESH* teachers in *Paser* district always prepare themselves before learning begins, including preparing mastery of the material. This is in appropriate with Ali (2004), learning material is the content of learning that is brought to achieve a certain goal. It is hard to imagine if a teacher teaches without mastering the learning material. Even more than that, to achieve better results, teachers need to master not only certain learning materials that are part of a subject, but broader mastery of the learning materials themselves can lead to better results.

### Managing the Process of Teaching

Planning is an important thing that needs to be done before the learning process takes place. One of the most important things in planning is the preparation of lesson plans or what is commonly called a Learning Implementation Plan. The results of the study and data analysis show that certified *PESH* teachers in *Paser* Regency always use lesson plans as a reference in teaching. As explained by Hanafiah & Suhana (2012), a learning implementation plan is a plan that describes the procedures and organization of learning to achieve a basic competency set out in the content standards and described in the syllabus. The broadest scope of the lesson plan includes one basic competency consisting of 1 indicator or several indicators for one or more meetings. The teacher designs a lesson plan for each meeting that is adjusted to the schedule in the education unit.

The results of the study of documents in the form of lesson plans and teacher syllabus indicate the readiness of certified *PESH* teachers

before teaching. This is as explained in Regulation of the minister of education and culture (*Permendikbud*) no 22 (2016), the Learning Implementation Plan is a face-to-face learning activity plan for one or more meetings. was developed from the syllabus to direct students' learning activities to achieve Basic Competence. Every educator in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students. is prepared based on or sub-themes held in one or more meetings.

The results obtained from interviews and observations show that certified PESH teachers in *Paser* district, in learning involve students to be more active. Other supporting data, which shows the teacher's efforts to make students active are visible on the learning tools. Based on the results of the study of lesson plans and syllabus documents, the teacher designs learning in accordance with the provisions of the 2013 curriculum.

An important factor in the teaching and learning process is the teacher. The teacher plays an important role in creating a communicative class. The learning carried out by certified *PESH* teachers in *Paser* Regency is in accordance with what was expressed by Breen and Candlin (in Nunan, 1989) the teacher's role is as a facilitator in a communicative process, acting as a participant, and the third acting as an observer.

Certified *PESH* teachers in *Paser* district have used a variety of techniques that suit the conditions in the classroom. This is an effort by the teacher to stimulate students to be more active in learning. The situation and conditions in the field make certified PESH teachers must apply several methods and techniques in learning.

The teaching and learning process is a continuation between teacher behavior and student behavior. In teaching and learning

activities, Physical Education, Sports, and Health, there are four factors that are most closely related to each other, namely objectives, materials, methods, and evaluation. One of the main principles in PESH is active and equitable student participation. Therefore, PESH teachers must pay attention to the needs of students.

Certified *PESH* teachers in *Paser* District use various methods is an effort to achieve learning objectives. This is in accordance with the theory expressed by Hamruni (2012), the method is the method used to achieve the learning objectives that have been set. Determining the method that will be used by the teacher in the learning process will greatly determine the success or failure of the learning that takes place.

### **Managing Class**

The teacher acts as a facilitator, meaning that a teacher who facilitates learning plays a role to help facilitate students in understanding the material in achieving learning objectives. Facilitator teachers should be able to facilitate students in things such as providing the facilities needed by students, providing support to improve skills in learning, providing references or tools that can support the learning process that makes students curious.

In the learning process, it is not uncommon for several obstacles to occur in the field. The results of the study and data analysis showed several obstacles faced by certified PESH teachers in *Paser* Regency. Just as the ND teacher describes that certified PESH teachers must be able to overcome obstacles in delivering material with diverse student conditions. Several *PESH* teachers certified in *Paser* Regency revealed, to overcome the obstacles as stated by Teacher ND, they will divide students into several groups. The division of groups must be adjusted to the conditions of students. Students who have above average abilities are put together with students who have moderate abilities. This is with the hope that students who are above average can help other friends.

A different obstacle was expressed by AH teacher, stating that the obstacle he felt in

teaching was when it was raining. *PESH* learning is learning that uses more learning in the field. When it rains, the *PESH* teacher must change the learning method because the rain is not planned in the lesson plans.

The results of the interview with AH teacher, explain how certified *PESH* teachers overcome natural obstacles, such as rain. This shows the readiness of teachers to overcome the obstacles that occur in the field. Based on the results of the study, data analysis, document studies in the form of lesson plans and syllabus, the quality of work of Certified *PESH* teachers in *Paser* district, with 3 sub-indicators it can be concluded that teachers show very good and broad knowledge about important concepts and the structure of the material to be taught and how these concepts relate to each other and to other materials. The teacher also explains the curriculum structure (competency standards, basic competencies, indicators, and presentation of teaching materials) in the Learning Implementation Plan clearly. In addition, the teacher shows good knowledge of the prerequisite relationship between the content of the material to be taught to students which appears in the order in which the material is presented in the lesson plans and appreciation during class learning. This result was confirmed when the observation could be seen that the teacher asked again the material that the students had previously studied. Furthermore, in the lesson plans the teacher also shows knowledge of various pedagogical approaches used in learning, namely models, strategies, and effective learning methods with the material being taught.

In the concept of performance, of course, it can be said that the quality of performance is a form of behavior or activity carried out and in accordance with the expectations and needs or goals to be achieved effectively and efficiently. To achieve this, the performance of a person or organization is often faced with various obstacles or obstacles so that in the end it can lead to an ineffective form of performance.

### **Accuracy of Work**

Based on the study and data analysis, research results related to the performance of *PESH* teachers were obtained on the sub-indicator of work accuracy, namely the use of media or teaching and learning resources, Mastering the basis of Education, and planning teaching programs. The results of this study were compiled with a narrative process. The following are the results and discussion of the performance of *PESH* teachers who have been certified in *Paser* Regency on the sub-indicator of work accuracy.

### **Using media or teaching and learning resources**

Teaching and learning media or commonly referred to as learning media are intermediaries used in the education process to achieve educational goals. Learning media are specifically used in the learning process to achieve certain goals or competencies that have been formulated. While learning resources can be interpreted as all sources (data, people, and goods) that can be used by students as a source to facilitate learning. Media and learning resources have the same function, namely facilitating learning so that learning objectives can be achieved. It can be understood that media and teaching and learning resources have different meanings.

The results of the study and data analysis of certified *PESH* teachers in *Paser* Regency, certified *PESH* teachers use a variety of learning resources. This is indicated by the statement expressed by ND teacher, "obviously there are learning resources, starting from books, social media, and so on". However, the learning resources used have not used the latest learning resources.

From the analysis of interview data, it can be concluded that certified *PESH* teachers in *Paser* Regency have used various learning resources, but the sources used have not used the latest learning resources.

Like learning media, certified *PESH* teachers in *Paser* district have used learning media in conducting classroom learning. The

results of the study and analysis of the study indicate that there are several obstacles related to learning media that are related with students' characters.

#### **Mastering the educational foundation**

Teacher in carrying out learning at school, must understand the foundation he uses in learning. Both the legal basis and the legal basis. The preparation of the lesson plans must be adjusted to the current curriculum. Based on the results of the study and data analysis, certified *PESH* teachers in *Paser* district have used the 2013 curriculum as their basis for planning, teaching, and evaluating learning. This was expressed by several certified *PESH* teachers in *Paser* Regency, as stated by ND.

"yes, learning is carried out in accordance with the 2013 curriculum regarding learning carried out at the Education Office"

In addition to the curriculum as the basis for learning, certified *PESH* teachers in *Paser* Regency adhere to the Law of the Republic of Indonesia No. 20 of 2003.

#### **Planning teaching programs**

Learning program planning includes activities to formulate learning objectives, formulate content/subject materials that must be studied, formulate learning activities, and formulate learning resources/learning media to be used and formulate learning evaluations. The results of the study and data analysis showed that certified *PESH* teachers in *Paser* Regency planned teaching programs before carrying out lessons. In planning the teaching program, certified *PESH* teachers in *Paser* Regency use the education calendar in preparing plans. The Education Calendar is a time setting for student learning activities for one learning year which includes, among others, the start of the school year, effective week of study, and holidays. This becomes a guideline so that the learning plans that are carried out do not collide with holidays.

From these sub-indicators, it was concluded that the performance of certified *PESH* teachers on the indicators of work accuracy was in accordance with the proper

standard. This can be seen in the sub-indicators of using media or teaching and learning resources, mastering the education foundation, and planning teaching programs. In media and teaching and learning resources, certified *PESH* teachers use various learning resources, but the constraints of conditions in the field of learning media must adapt to the character of students.

#### **Initiative**

Initiative is the ability to develop new ideas and ways of solving problems and finding new ideas and ways of solving problems and finding opportunities. The indicators in seeing teacher initiative are managing learning interactions and assessing student learning outcomes. The teacher's performance analysis on the initiative indicators can be seen in the sub-indicators of managing learning interactions and assessing student learning outcomes. The following is a presentation of the results based on the sub-indicators of the initiative.

#### **Manage learning interactions**

In the process of education and teaching in schools, teacher and student interactions take place in the teaching and learning process which is the most basic activity. The results of the study and data analysis showed that *PESH* Certification teachers in *Paser* Regency had good interactions with students in learning. This was shown by ND teacher in the interview.

"Obviously, the teacher must interact actively with students, there is interaction between students so that the emotional students and the teacher become there is a continuity of core communication. Regarding the interaction through groups and individuals "

In the statement, of ND teacher stated that in learning, there is always an active interaction between teachers and students. This shows the teacher's commitment to making learning fun through active interaction with students. this is in accordance with the theory which states that learning interaction is a matter of mutual action in the teaching and learning process in which there is a relationship between students and teachers to achieve a goal. The goal



is something that has been realized and agreed upon as a common property and strives as much as possible to achieve that goal.

#### **Assessing students' learning outcomes**

The results of the study and data analysis on the initiative indicators with the sub-indicators of the assessment of student learning outcomes, the results obtained are that certified *PESH* teachers in *Paser* district conduct regular assessments. Assessment of learning outcomes is the process of giving value to the learning outcomes achieved by students with certain criteria. Teachers must know the extent to which students have understood the material that has been taught or the extent to which the objectives/competencies of managed learning activities can be achieved. This data is supported by the results of interviews with certified *PESH* teachers in *Paser* Regency.

The ND teacher stated that the usual assessment is once every 2 weeks to conduct an assessment. The assessment method is carried out using various methods, such as attitude assessment methods, academics, written tests, and practice as an assessment reference. The assessment is carried out by adjusting the abilities of different students. The results of the RPP study, the assessment method used is in accordance with the KD being taught. This is in accordance with *Permendikbud* Number 53 of 2015 Article 1, Minimum Completeness Criteria, hereinafter referred to as *KKM*, are learning completeness criteria determined by the Education Unit which refers to graduation competency standards, by looking at the characteristics of students, characteristics of subjects, and the condition of the Education Unit.

#### **Ability of Work**

Ability of work is an indicator of teacher's performance in this study. Ability of work is an individual's capacity to do various tasks in a job. On the indicators for the work ability of certified *PESH* teachers, there are sub-indicators using various methods in learning.

Learning methods can be interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. The results of the study and data analysis, certified *PESH* teachers use various methods according to conditions in the field.

The results of interviews delivered by several certified *PESH* teachers show that the teacher's ability to teach has used various methods. The use of various methods, based on the needs of teachers in the field. This is in accordance with Sudjana's opinion (2016: 76) that the teaching method is the method used by the teacher in establishing relationships with students during teaching. The appropriate method will create effective and efficient learning, so that real, interesting, and useful activities are formed.

#### **Good communication**

Good communication is one of the performance indicators of certified *PESH* teachers. Good communication, namely using various methods in learning, understanding, and carrying out the functions and services of counseling guidance, understanding and implementing school administration, as well as understanding and being able to interpret research results to improve the quality of learning. The following is a description of the sub-indicators of good communication described in detail.

#### **Understand and carry out school administration**

In schools, teachers are in school administration activities. Within the scope of school administration, the role of the teacher is very important. Learning administration is an activity carried out by teachers in the teaching and learning process, including learning implementation plans to assessments. The results of the study and data analysis showed that certified *PESH* teachers in *Paser* Regency carried out learning administration well.

The results of interviews with certified *PESH* teachers in *Paser* Regency show that

teachers regularly carry out learning administration well. Before learning, the teacher makes administration in the form of *RPP*, *Syllabus*, *Prota*, *Prosem*. The collection of learning administration is carried out periodically. The teacher understands the importance of learning administration. This shows that certified PESH teachers in Paser Regency are committed to the performance of good communication indicators, sub-indicators of understanding and implementing school administration.

#### **Understand and be able to interpret research results to improve the quality of work**

A teacher is expected to improve and/or improve learning practices in schools, increase the relevance of education, improve the quality of education, and the efficiency of education management. This can be done by conducting a study to find obstacles/problems in the classroom and then fix them. Research is a search for everything that is done systematically, with the emphasis that the search is done on problems that can be solved by research. The results of the study and data analysis show that the Paser Regency certified PESH teacher conducts classroom research on a regular basis.

The performance of certified PESH teachers in Paser Regency can be seen from the indicators of work quality, work accuracy, initiative, work ability, and good communication. Certified PESH teachers are PESH teachers who have passed the competency test process designed to reveal mastery of competencies designed to reveal one's mastery of competence as the basis for granting educator certificates. Teacher certification can be interpreted as a letter of proof of teaching ability in certain subjects, levels and forms of education as described in the competency certificate (Law RI No. 20 of the Year on the National Education System, 2003). Of course, certified PESH teachers are teachers who have good abilities because they have passed the test process. The ability that has been proven to have an influence on the performance of teachers, it is characterized by the quality of work, accuracy of

work, initiative, work ability, and good communication.

#### **CONCLUSION**

The performance of certified PESH teachers are reviewed with five indicators, namely work quality, work accuracy, initiative, work ability, and good communication. Certified PESH teachers are PESH teachers who have passed the competency test process designed to reveal mastery of competencies designed to reveal one's mastery of competence as the basis for granting educator certificates. The ability that has been proven to have an effect on teacher performance is characterized by quality of work, accuracy of work, initiative, work ability, and good communication. The conclusion in this study, there are positive effect of certification on the performance of PESH teachers which is characterized by indicators of work quality, work accuracy, initiative, work ability, and good communication.

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