

The Contribution of Pedagogic Competence, Personality, and Work Ethic to the Performance of Physical Education Teachers at Elementary Schools in Kembang District, Jepara Regency

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Abstract

The purpose of this research is to analyze the contribution of pedagogic competence, personality competence, and work ethic to the performance of elementary school physical education teachers in Kembang District, Jepara Regency. This type of research uses a non-experimental quantitative approach, where the researcher examines the facts that have occurred (ex post facto). The method used is correlational. The sample in this study were 19 elementary school physical education teachers and used a total sampling technique. The results of the regression analysis showed that the magnitude of the teacher's performance which was influenced by pedagogic competence, personality competence, and work ethic was 95.4%. Based on the results of the analysis and discussion, it can be concluded that there is a positive contribution between pedagogic competence, personality competence, and work ethic on the performance of elementary school physical education teachers in Kembang District, Jepara Regency, by 95.4%. Recommendations in improving teacher performance need to be held a program to improve and develop teacher competence as well as an assessment of the work ethic of elementary school physical education teachers so that teachers can carry out their profession to the fullest with the provision of competence and a good work ethic.

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INTRODUCTION

Physical education is a very important and inseparable part in the process of preparing intelligent and skilled human resources as well as active and healthy individuals. The teacher is a professional educator in the world of education who has the main responsibility and duty as an educator, teacher, guiding, directing, assessing and evaluating students (Kurniawan et al., 2021). The ability of teachers to carry out the learning process is one of the most important parts in supporting the creation of an effective educational process, especially in building student discipline and improving the quality of student learning outcomes.

Performance is a very decisive component in every effort to improve the quality of education. Performance is a description of the level of achievement of the implementation of an activity program or policy in realizing the goals, objectives, vision, and mission as outlined through the planning strategy of an organization (Istanti et al., 2020). The teaching duties of a teacher include planning lessons well, implementing learning well, having the ability to manage classes, being able to use media or learning resources, and being able to manage teaching and learning interactions.

The ideal condition of quality education, until now has not been able to be realized properly, it can't be separated from the teacher's performance that has not been maximized including not all teachers can make good learning plans such as in developing syllabus and lesson plans, lack of creativity in making student worksheets and materials. teaching, and teachers are still low in conducting simple research for teaching purposes. This phenomenon occurs in elementary school physical education teachers in Kembang sub-district, Jepara district.

The real conditions of pedagogic competence, personality competence, and work ethic are still not optimal. This can be seen from the results of initial observations made by

researchers in April 2021 with questionnaires distributed to 15 physical education teachers. From these results obtained an average of 60.5% pedagogic competence, 65% personality competence, and work ethic with an average of 62%.

Pedagogic competence according to Giarti, (2015)) can be interpreted as the ability that must be possessed by educators in managing learning. Kusumawardani & Rustiana, (2015) pedagogic competence is the ability to manage student learning which includes understanding, designing, implementing learning, and developing students. With the pedagogic competence of a good teacher, it is hoped that students can understand what the teacher is saying well so that student learning achievement becomes good.

A teacher is required to explain the learning process, and the most important thing is how the teacher makes the learning process a place for students to build competence and improve personality qualities. Personality competence is a competency related to a complete personality including attitudes, behavior, and also the morals of educators who are used as role models for their students (Abdullah, 2013). Lase, (2016) have an opinion that personality competence is someone who masters knowledge, skills, and abilities and has become a part of him. Personality is actually abstract, what can be seen or known is only an indicator. The teacher's personality can be seen through actions, appearance, speech, and in dealing with a problem (Huda, 2017).

One should have a view and passion while working as something noble for human existence. The view and enthusiasm for work is known as work ethic (Lie et al., 2019). The work ethic is the totality of one's personality, namely by expressing, seeing, believing and giving meaning that encourages oneself to act optimally so that the pattern of relationships between humans and other creatures can be well established (Setyoningrum & Suminar, 2017). The teacher's work ethic is the appreciation of the value of the performance

shown by the teacher in carrying out his main duties and functions as teachers and educators (Fairly et al., 2019). Work ethic reflects work values and represents the extent to which individuals hold the belief that work is intrinsically rewarding and not just a means to achieve rewards (Leong et al., 2014). Work ethic is also known as ethics which is close to the notion of morals or values related to good or bad morals so that the work ethic contains a strong spirit to do things optimally and even strive to achieve the perfect quality of work as possible.

METHODS

This type of research uses a non-experimental quantitative approach, where the researcher examines the facts that have occurred (ex post facto). Sugiyono, (2010) ex post facto research is carried out to examine events that have occurred and then look back through the data to find out the possible causes for the things being studied.

The sample in this study were all elementary school physical education teachers in Kembang District, Jepara Regency. The causal variables are Pedagogic Competence (X1), Personality Competence (X2), and Work Ethic (X3) on the Performance of Physical Education Teachers (Y).

Data collection techniques in this study used techniques in the form of observation (observation), questionnaire (questionnaire), and documentation.

Data collection techniques with observation are used if the research is related to human behavior, work processes, natural phenomena and if the observed respondents are not too large (Sugiyono, 2010:203). Researchers conducted initial observations with questionnaires distributed to 15 physical education teachers. From these results obtained an average of 60.5% pedagogic competence, 65% personality competence, and work ethic with an average of 62%.

The data obtained through a questionnaire is a way of indirect communication in the context of data collection. The instrument used in this study was through a questionnaire that was distributed to all physical education teachers in Kembang District, Jepara Regency, totaling 19 people for data collection from the variables (a) Pedagogic Competence, (b) Personality Competence, (c) Ethic Work and (d) Performance of Elementary School Physical Education Teachers.

The documentation study is intended to obtain direct data from agencies/institutions including the results of the Teacher Competency Test (UKG) for Physical Education in Elementary Schools, Kembang District, Jepara Regency, and taking pictures during the research.

RESULTS AND DISCUSSION

The overall description of the results of the research on the pedagogical competence variable was assessed by the physical education teacher respondents with an average score of 3.79. The personality competence variable with the overall average of the indicators is 3.77. The teacher's work ethic variable with an overall average of 3.80 indicators. Before performing the regression analysis, the normality test was first performed. The normality test is shown in the table below.

Table 1. Data Normality Test

Tests of Normality		
	Shapiro-Wilk	
	Statistic	df Sig.
Unstandardized Residual	.951	19 .417

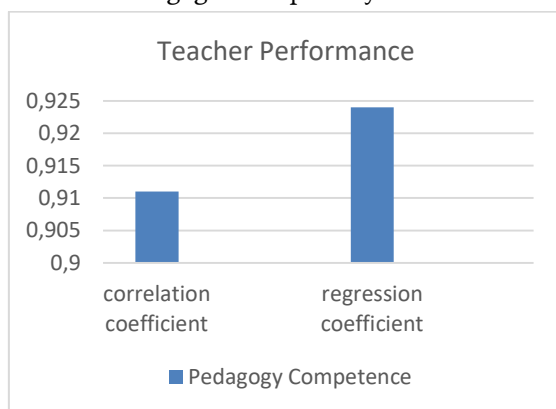
*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The results of the data normality test can be seen that the value of sig. $0.417 > 0.05$ then the research data is normally distributed. In this study, the normality of the data was tested using the Shapiro Wilk test. The Shapiro Wilk method is an effective and valid normality test method used for a small number of samples.

The Contribution of Pedagogic Competence to the Performance of Physical Education Teachers

Determining the contribution, then the first analysis of the relationship between the two variables. Based on the output of the results regarding the correlation coefficient of 0.911 and this coefficient is positive, it indicates that if the pedagogic competence increases, the teacher's performance increases. The model of the relationship between pedagogic competence and teacher performance is significant, indicated by the magnitude of the t-test 9.118, which is greater with the alpha table 0.05 (Df = 15) t table 2.131. a regression coefficient of 0.924 and a constant of 5.645, it can be described the form of the relationship between pedagogic competence and teacher performance in the regression equation $Y=5.645+0.924X$, this means that if pedagogic competence increases by 1 point, teacher performance will also increase by 0.924 points.

Table 2. Pedagogic Competency Coefficient



This relationship is also linear and explained by the results of the F test through

the computer output sig $0.000 < 0.05$. acquisition of R Square of 8.30. This means that the pedagogical competence variable contributes positively to teacher performance by 83%. The results showed that pedagogic competence had a positive effect on teacher performance. Its contribution can be seen from the effective contribution of 26.8% and the relative contribution of 28.1%. This means that the pedagogic competence of physical education teachers improves teacher performance.

Pedagogic competence is the ability to understand students and the ability to design and implement learning well (Prasetyo & Kusumantoro, 2015). Pujiastuti et al., (2012) pedagogic competence is an ability that has a relationship with students' understanding and educational management of learning. With the pedagogic competence of a good teacher, it is expected that students can understand what the teacher conveys well so that student learning achievement becomes good.

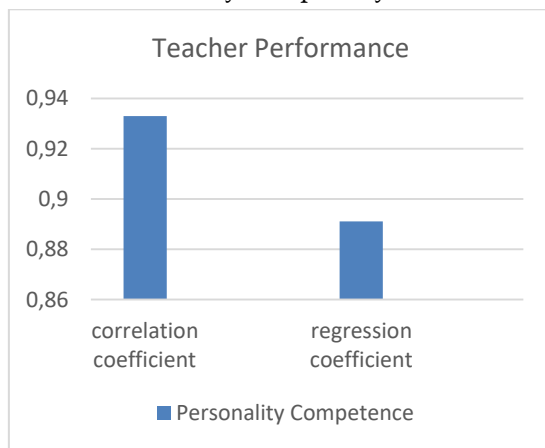
This shows the importance of pedagogic competence for physical education teachers so that they can carry out their responsibilities for the tasks of managing student learning well. Pedagogic competence is one of the supporting aspects of teacher performance. If the teacher has good pedagogic competence, then the teacher is able to manage learning well too.

The Contribution of Personality Competence to the Performance of Physical Education Teachers

Determining the amount of contribution then analyzed first regarding the relationship between the two variables. Based on the output of the results regarding the correlation coefficient of 0.933 and this coefficient is positive, it indicates that if the personality competence increases, the teacher's performance increases. The model of the relationship between personality competence and teacher performance is significant, as indicated by the magnitude of the t-test of 10,707, which is larger with an

alpha table of 0.05 (Df = 15) t table of 2.131. a regression coefficient of 0.891 and a constant of 8.582, it can be described the form of the relationship between personality competence and teacher performance in the regression equation $Y=8.582+0.891X$, meaning that if personality competence increases by 1 point, teacher performance will also increase by 0.891 points.

Table 3. Personality Competency Coefficient



This relationship is also linear and explained by the results of the F test through the computer output sig 0.000 < 0.05. the acquisition of R Square is 0.871. This means that the personality competence variable contributes positively to teacher performance by 87.1% and the rest is determined by other factors outside the regression model.

The results obtained indicate that personality competence has a positive effect on teacher performance. Its contribution can be seen from the effective contribution of 31.3% and the relative contribution of 32.8%. This means that the personality competence of physical education teachers improves teacher performance.

Personality competence is one of the personal abilities that must be possessed by teachers by reflecting a good personality in oneself, being wise and wise, being mature and authoritative and having noble character to be a good role model for students (Sugiyarta et al., 2020). Personality is actually abstract, what can be seen or known is only

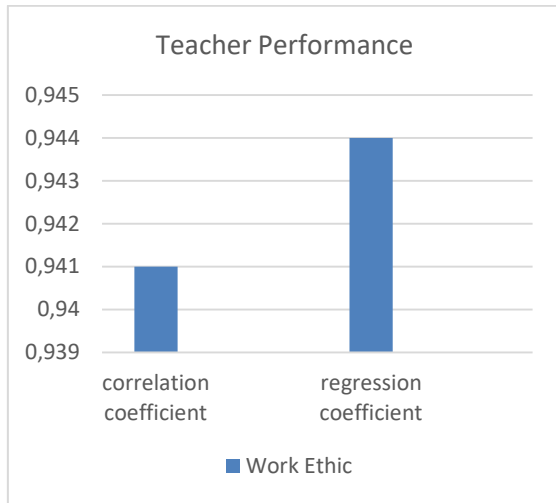
an indicator. The teacher's personality can be seen through actions, appearance, speech, and in dealing with a problem (Huda, 2017). Teachers who have competence are expected to be ideal teachers for students. The ideal teacher is a teacher who for students is able to be a source of inspiration, provide motivation, encourage the growth of positive thinking, be a source of example and be a guide and source of knowledge.

This shows the importance of personality competencies for physical education teachers so that they are able to have strong personalities, have noble character, are wise, and authoritative and become role models for students. Personal competence is one of the supporting aspects of teacher performance. If the teacher has good personality competence, the teacher is able to be a good role model for students.

The Contribution of Work Ethic to the Performance of Physical Education Teachers

Determining the amount of contribution then analyzed first regarding the relationship between the two variables. Based on the output of the results regarding the correlation coefficient of 0.941 and this coefficient is positive, it indicates that if the work ethic increases, the teacher's performance increases. The model of the relationship between work ethic and teacher performance is significant, indicated by the magnitude of the t-test of 11,505, which is larger with an alpha table of 0.05 (Df = 15) t table of 2.131. a regression coefficient of 0.944 and a constant of 4.023, it can be described the form of the relationship between work ethic and teacher performance in the regression equation $Y=4.023+0.944X$, this means that if the work ethic increases by 1 point, the teacher's performance will also increase by 0.944 points.

Table 4. Work Ethic Coefficient



This relationship is also linear and explained by the results of the F test through the computer output sig 0.000 < 0.05. the acquisition of R Square is 0.886. This means that the work ethic variable contributes positively to teacher performance by 88.6% and the rest is determined by other factors outside the regression model.

The results obtained indicate that work ethic has a positive influence on teacher performance. Its contribution can be seen from the effective contribution of 37.3% and the relative contribution of 39.1%. This means that the work ethic of physical education teachers improves teacher performance.

Work ethic is a character and habit related to work that emanates from the basic attitude of human life towards it, is motivated and tied to income and efforts to obtain material and non-material results. Teachers who have a high work ethic can be seen from the behavior and attitudes of teachers who have the criteria of working sincerely, like to work hard, being responsible, being fair and willing to give more than what is desired. A high teacher work ethic can make teacher performance high.

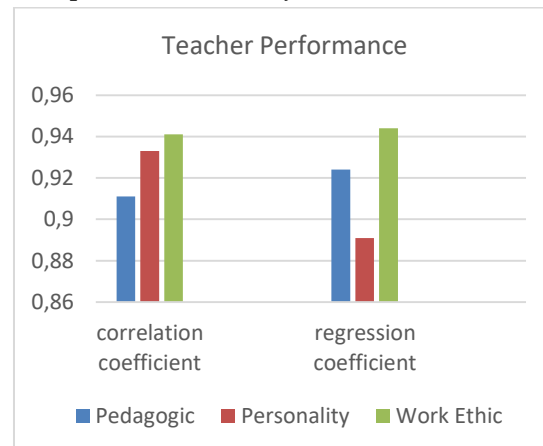
This shows the importance of the work ethic for physical education teachers so that teachers are able to have the values of hard work and feel compelled to use their skills in

the best way and continue activities with maximum effort. Work ethic is one of the supporting aspects of teacher performance. If the teacher has a good work ethic, the teacher is able to work hard and use his skills to the maximum as well.

The Contribution of Pedagogic Competence, Personality and Work Ethic to the Performance of Physical Education Teachers

Based on the output, the correlation coefficient of pedagogic competence is 0.911, personality competence is 0.933, and work ethic is 0.941. The model of the relationship between pedagogic competence, personality competence, and work ethic on teacher performance is significant, as indicated by the magnitude of the T-test of 2.659, 2.657, and 3.094 which is greater than the T-table alpha test (Df=15) t-table 2.131. The regression equation in the form of the relationship between the three variables in the form of multiple linear regression is as follows: $Y = -1.279 + 0.298X_1 + 0.321X_2 + 0.397X_3$. This relationship is linear, indicated by the results of the F test where sig 0.000 < 0.005. it can be said that the regression model is a model that estimates the performance of physical education teachers, namely the positive and significant contribution.

Table 5. Coefficient of Pedagogic Competence, Personality, and Work Ethic.



Based on the output of the SPSS program above, it can be explained that pedagogic competence, personality competence, and work ethic contribute jointly to the performance of elementary school physical education teachers in Kembang District, Jepara Regency, with the F test results being 105,297 which is greater than the F distribution table. alpha 0.05 (Df=16) of 3.24. the acquisition of R square is 9.55. This means that the variables of pedagogic competence, personality competence, and work ethic contribute positively to teacher performance by 95.5% and the rest is determined by other factors outside the regression model.

This shows the importance of pedagogic competence, personality, and work ethic for physical education teachers so that they can carry out their responsibilities in managing student learning well, be able to have good personalities, have noble character, are wise, authoritative and become role models for students. and able to have hard work values and feel compelled to use their skills with maximum effort. Work ethic is an important thing possessed by a teacher that affects the work culture of the teacher (Lian et al., 2019).

Pedagogic competence, personality and work ethic are supporting aspects of teacher performance. If the teacher has good pedagogic competence, personality, and work ethic, the teacher is able to manage learning well and be able to be a good role model for students and have the values of hard work at work.

CONCLUSION

Based on the results of the analysis and discussion, the following conclusions can be drawn: 1) There is a positive contribution of teacher pedagogic competence to the performance of elementary school physical education teachers, Kembang District, Jepara Regency, which is 0.830. 2) There is a positive contribution of teacher personality

competence to the performance of elementary school physical education teachers in Kembang District, Jepara Regency, which is 0.871. 3) There is a positive contribution of teacher work ethic to the performance of elementary school physical education teachers in Kembang District, Jepara Regency, which is 0.886. 4) There is a positive contribution of pedagogic competence and teacher personality competence to the performance of elementary school physical education teachers in Kembang District, Jepara Regency, which is 0.926. 5) There is a positive contribution of pedagogic competence and teacher work ethic to the performance of physical education teachers in elementary schools in Kembang District, Jepara Regency, which is 0.933. 6) There is a positive contribution of personality competence and teacher work ethic to the performance of elementary school physical education teachers in Kembang District, Jepara Regency, which is 0.933. 7) There is a positive contribution of pedagogic competence, personality competence and teacher work ethic to the performance of elementary school physical education teachers in Kembang District, Jepara Regency, which is 0.955.

Based on the results of the research and conclusions, the authors propose the following suggestions: 1) It is recommended that a program to improve teacher performance be held to improve and develop the competence of physical education teachers so that teachers can carry out their profession to the fullest with good competencies. 2) It is recommended that to improve teacher performance, an assessment of the work ethic of physical education teachers should also be held. If after reviewing the work ethic of the teacher is still relatively low, it is necessary to have a program that can improve the work ethic of the teacher which will have a positive impact on the teacher in carrying out his profession.

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