

**Competency of PJOK Teachers in Elementary Schools in East Ungaran District,
Semarang Regency****Atip Nurcahyani¹✉, Setya Rahayu², Mugiyo Hartono³**SDN Gedanganak 02, Jl. Sulawesi No.9b Semarang Regency, Indonesia¹Postgraduate Unnes Semarang, Indonesia²FIK Unnes, Semarang, Indonesia³**Article History**

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Keywords:Teachers; Competency;
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Basic competence of a good teacher is very important to improve the quality of education in Indonesia, but there are some problems of teacher competence that are very interesting to study and research, especially at the elementary school level. The problem in this research: How is the Pedagogic Competence, Personality Competence, Social Competence and Professional Competence of Physical Education Teachers in Sports and Health in elementary schools in East Ungaran Sub-district, Semarang Regency. The approach in this study is a qualitative research approach using qualitative data analysis techniques with interactive analysis models (Interactive Analysis Models), namely the components of data reduction and data presentation carried out together with the data collection process. After the data is collected, the three components of the analysis (data reduction, data presentation and conclusion drawing) interact with each other. This study uses two supporting data, namely primary data and secondary data. The number of informants is 20 public elementary schools in East Ungaran sub-district. The results of this study are the pedagogical competence of teachers of Physical Education, Sports and Health in the District of East Ungaran in the very good category reaching 10%, 80% good, and 10% sufficient. Personal competence of Physical Education, Sports and Health teachers is 40% in very good category, 50% is good, and 10% is sufficient. Social competence reached 45% very good, 50% good, and 5% enough. Professional competence is 10% very good, 70% good, and 20% quite. The conclusion of the study is that the pedagogic, personality, social and professional competencies of Physical Education and Sports teachers in East Ungaran District are good. Suggestions in this study are that increasing professional competence needs attention so that the quality of education in Indonesia in particular can increase.

How to Cite

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INTRODUCTION

The success of educational programs in the teaching and learning process is strongly influenced by many factors, including the availability of competent, qualified and capable educators and education personnel who are able to optimize their abilities. Educators and education personnel are important resources to realize the quality of education and learning in schools.

Teachers must have 4 basic competencies that will be used as the foundation in providing services in education. The basic competencies in question are pedagogic competence, personality competence, social competence and professional competence. In addition, teachers must be qualified to teach. This eligibility is related to the level of teacher education itself. An academic degree is not enough to be recognized as a qualified teacher. (Freddy Fakdi Syukur: 2019:20). The improvement of teacher qualifications is in addition to increasing their competence so that they are eligible to become professional teachers, it is also intended that teachers can take certification tests after obtaining an IS certificate and take professional education. The quality of teachers in Physical Education, Sports and Health in schools can be seen how the competencies possessed by teachers in carrying out learning and their ability to develop their competencies. Teachers are not necessarily able to create good and quality learning but must be equipped with adequate competencies.

Mastery of the material, class management, understanding the characteristics of students, mastery of learning theory, planning, choosing the right learning media, carrying out the process, carrying out assessments, evaluating and reflecting on learning so that teachers can make improvements to the learning process that has been done and the teacher's personality must be possessed by competent teachers.

This is like the results of research by Agus Supandi et al, (2020) which states that teachers are required to be innovative so that in learning students are more interested and able to keep up with the times. Teachers must be able to improve their IT mastery skills so that learning is not only done in the classroom with the same method but can be done online. In line with that, Riawan Yudi Purwoko (2017) states the importance of pedagogic competence in improving the quality of learning so that it can be applied in the classroom so that learning is more meaningful.

This competency is important considering the definition of pedagogic competence is the ability to manage student learning which inclu-

des understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Susanto et al., 2020). The knowledge and insight of the teacher must develop, not stagnate what is obtained when studying in higher education in his era but be able to provide new information to students by following the times. Advances in technology and knowledge need to be conveyed, especially in physical education, there are many updates to both the rules of the game and the development of technology for sports facilities and infrastructure that support the progress of the sport itself. For this reason, the competence of teachers in this case will be very helpful and have a positive impact on the knowledge of students.

In addition to having extensive knowledge, teachers must have good personality competencies. Personality competencies are competencies that are more oriented to human nature, character and behavior. According to (Engku Zarihan Engku Abdul Rahman & Mohd aderi Che Noh, 2014) states "the competence of the teacher's personality shows how the faith and taqwa of a teacher, has noble character, is wise and wise, democratic, steady, authoritative, stable, mature, honest, sportsmanship, can be an example and role model, be objective, develop yourself independently". Teachers must be able to set an example of good behavior. Like the philosophy of a teacher as a person who is nurtured and imitated. Like a big and shady tree, the teacher is expected to be a strong tree that is able to provide benefits to anyone who needs it. The thick leaves are able to provide protection for people who are tired, hot or rained, the fruit is able to give a feeling of fullness to the hungry, the strong branches can be used as a house, the roots are able to hold water so it doesn't cause flooding and as a water reservoir so the wells don't dry out. because there are still strong roots that store water.

The ability of teachers to carry and place themselves wherever they are is very important in order to increase trust in the community to educate their children (Muin, 2011).

In addition to personality, the social attitude of a teacher greatly affects the continuity of education in schools. Good communication will have an impact on the smooth learning process at school. Social competence is the ability to involve teachers in the community and adhere to norms, be able to communicate verbally, in writing, politely sign, use communication and information technology functionally, get along effectively with students, peers, leaders and the community, get along with always heeding prevailing norms and

values, and apply the principles of brotherhood and cooperation. Meanwhile, according to (Wibowo and Hamrin, 2012:124), states that social competence is the ability of teachers to communicate and interact effectively with the school environment and outside the school environment.

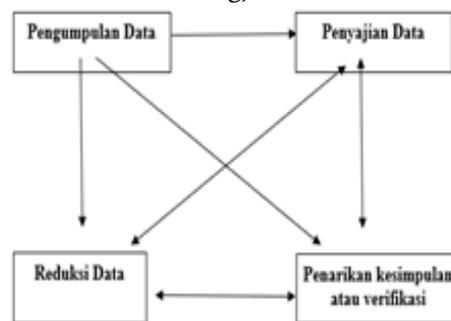
Good communication will be more meaningful if the teacher in carrying out learning is supported by the professionalism of the teacher. Professional teachers are intelligent, intelligent, moral and physically strong teachers. Intelligent and intelligent teachers will have a broad understanding of science as well as good morals will be able to be examples and role models for their students and with a healthy body, teachers can carry out the learning process well in class. (Engku Zarihan Engku Abdul Rahman & Mohd Aderi Che Noh, 2014). The existence of teachers who cannot be replaced is an important point in achieving educational goals. Quality teachers will have a good impact on the world of education, especially on students and the school environment where the teacher is located. Creativity, innovation, strong determination, integrity, work ethic must be owned by qualified teachers.

Seeing the importance of the competencies that teachers must have in order to be able to improve the quality of education, based on the observations of researchers on Sports and Health Physical Education teachers in East Ungaran District, there are several visible gaps that need to be researched and studied how the competencies possessed by teachers, especially Sports and Physical Education teachers Health in East Ungaran Subdistrict, Semarang Regency, includes pedagogic, personality, social and professional competencies.

METHODS

The approach used in this research is a qualitative research approach using qualitative data analysis techniques. Qualitative methods were chosen because qualitative research methods describe phenomena based on the point of view of the informants, find various realities and develop a holistic understanding of a phenomenon in a particular context. The design used in this study is a phenomenological research design. Phenomenological research design is one type of qualitative research method that is applied to reveal the similarity of meaning which is the essence of a concept or phenomenon that is consciously and individually experienced by a group of individuals in their lives. The informants/

respondents used were all public elementary school teachers in the East Ungaran sub-district, totaling 20 PJOK teachers, 20 principals, and 20 colleagues. The research data uses primary data (data obtained from data sources of people involved/objects) and secondary data (data obtained from pre-existing data and research locations in the form of documents). Sources of research data include teachers, principals, colleagues, as informants / resource persons. Data collection techniques used in this study are: observation, interviews, questionnaires, documentation. Data analysis techniques that researchers use in this study is the interaction analysis model (Interactive Analysis Models) a component of data reduction and data presentation is done in conjunction with the data collection process. After the data is collected, the three components of the analysis (data reduction, data presentation and conclusion drawing) interact with each other.



Gambar 1. Langkah-Langkah Teknik Analisis Data

RESULTS AND DISCUSSION

The instrument used by researchers to determine teacher performance assessment on pedagogic competence is 7 indicators which include recognizing student characteristics, mastering learning theory and educational learning principles, curriculum development, learning activities that educate, understanding and developing potential, communication with students, assessment and evaluation.

Table 1. Recap Of Class Teacher Performance Assessment Results/Subjects Pedagogic Competency

Competency	Score 1	Score 2	Score 3	Score 4
	Less	Enough	Good	Very Good
Mastering The Characteristics Of Students	0%	0%	50%	50%

Mastering Learning Theory And Learning Principles Educating	0%	15%	50%	35%
Curriculum Development	0%	10%	45%	45%
Educational Learning Activities	0%	10%	65%	25%
Development Of Student Potential	0%	0%	75%	25%
Communication With Students	0%	10%	40%	50%
Assessment And Evaluation	0%	5%	65%	30%

Aspects in this pedagogic competence include mastering the characteristics of students from physical, moral, spiritual, social, cultural aspects, emotional, and intellectual, mastering learning theory and educational principles of learning, developing curriculum related to the subjects taught, organizing educational learning, utilizing technology and communication for learning purposes, facilitating the development of potential students to actualize the various potentials they have, communicate effectively, empathically, and politely with students, conduct assessments and evaluations of learning processes and outcomes, utilize the results of assessments and evaluations for the benefit of learning, take reflective actions to improve the quality of learning. As in previous research conducted by Dwi Nurjanati, et al (2018) which stated that the higher the pedagogic competence of the teacher, the higher the level of professionalism. This shows that the existing aspects of pedagogical competence must be mastered by the teacher well. Meanwhile, according to Achmad (2012:101), it is also stated that pedagogic competence is a teacher's ability related to the understanding of students and the management of educational and dialogical learning that contains abilities in planning, implementing and evaluating learning outcomes as well as developing the abilities or potential of students. Looking at the data above, it can be interpreted that the teacher's competence in the indicators of recognizing these characteristics is in the good category. There are several things that need attention to this indicator because as a teacher it is expected to be able to provide optimal service. The attention that must be given

to this includes teachers who still use classical learning methods. PJOK teachers still partially position all students equally, while there are some schools that have students with special needs both physically and mentally. Teachers still view that teaching PJOK is only teaching physical health and there are still many teachers who pursue the result not the process.

Aris Shoimin (2017: 16) states that 3 things cause teaching and learning outcomes to be unsatisfactory for various parties, namely first, education is not in accordance with current needs and facts (needs assessment), second, methodologies, strategies and techniques are not in accordance with material and the third is the infrastructure that supports the learning process. Mastery of learning theory which is the key to teacher success in learning is still lacking, this is due to the lack of teacher knowledge about learning theories that have been studied in college. Many teachers have forgotten about these learning theories, especially those who have not yet S1. So that teachers in teaching are not able to develop learning materials properly and the learning carried out is not in accordance with the original learning objectives. There are monotonous learning that is based on textbooks only so that creative students feel bored, less challenged and have not been able to explore themselves.

In the indicators of curriculum development, there are 45% of teachers who have been able to prepare the syllabus independently and 45% are in the good category and 10% are in the sufficient category, namely using the results of group work. This is because there are still teachers who are not directly involved in the preparation of the school curriculum. The teacher only follows the existing results and is formulated in the teacher's working group. There are even teachers who do not know the contents of the school curriculum at all. According to (Andriani, Eka. Sumarmi. Astina, 2016) in previous research it was said that the pedagogic competence of teachers in carrying out important learning includes planning and implementing learning. This planning should be carried out together with other teachers as comparisons or correctors so that when there is a shortage, each teacher can fill in each other's shortcomings and the implementation of learning can run well and innovatively. Which means that the curriculum has included signs about the syllabus and lesson plans needed by teachers in carrying out learning so that teachers can develop according to the conditions of each school. But in reality it is still found that teachers only imitate and do according to the existing curriculum so that schools that do not have complete facilities

and infrastructure experience obstacles in their learning.

In the competence of learning activities that educate 25% very well, 65%, and 10% sufficient. Conditions like this need to get attention, because in principle the passage of a teaching and learning process that educates is very dependent on the concept to be addressed. It was conveyed in previous research that the value of teacher pedagogic competence was measured from 2 aspects, namely the teacher's ability to prepare lesson plans and the teacher's ability to carry out learning in class (Andriani, Eka. Sumarmi. Astina, 2016).

The ability to build communication with students by teachers of Physical Education, Sports and Health has not been done 100%. The learning given is still in the same direction, there are 10% and those that condition two-way learning are 40%. This can be seen in the active learning of children to answer or ask questions when something is not clear and 50% of teachers are able to design and carry out learning activities so that learning in the classroom can live and children feel motivated in participating in learning. This condition is influenced by the lack of classroom management by the teacher so that the teacher cannot master the class well, and the teacher has not been able to arouse the motivation of students to want to master the material being taught. Students only listen to the teacher's explanation. This is because most of the PJOK teachers who teach in the East Ungaran sub-district are new teachers and are not yet PNS/ASN. New teachers who are not familiar with the characteristics of students have difficulty in conditioning the class so that the material being taught is not conveyed properly. As stated by Gilbert H. Hun in Freddy Faldi Syukur (2019: 29) that a good teacher must be able to show expertise in planning, have the ability to organize classes from the first day on duty. Quick start class, pass the transition well and can control the class".

In the competence of assessment and evaluation, 30% of teachers have been able to compile assessment tools that are in accordance with their learning objectives and analyze the results of their assessments, 65% of teachers still use one type of assessment without analyzing the results of the assessment so that teachers do not know the strengths or weaknesses in their learning and 5% the teacher has not developed an assessment tool that is in accordance with the learning objectives. According to Sudjana (2013), it is stated that tests as evaluation/assessment tools are questions given to students to get answers from students in

oral form (oral test), in writing (written test), or in the form of action (action test).

The ability to evaluate learning needs to be improved by holding training and remembering the stages of assessment and evaluation in each learning so that the scores given are accurate. Not all teachers convey the assessment criteria given to students so that they can motivate students to get the best grades. Likewise, the assessment indicators have not been clearly conveyed. Teachers who are still unable to carry out this assessment are also because they do not know the stages of assessment and evaluation because the teacher has only taught for less than 1 year.

From the description above, there are several factors that influence the pedagogic competence of teachers of Physical Education, Sports and Health in elementary schools throughout the District of East Ungaran as follows:

- 1)Qualifications of Education
- 2)Period of Work
- 3)Teacher Status
- 4)How to RecruitEmployees
- 5)Infrastructure

Personality Competence Personal

competence is divided into 3 indicators, namely acting according to with Indonesian national religious, legal, social and cultural norms. Shows a mature and exemplary personality. Work ethic, high responsibility, and pride in being a teacher. Indicators that are not in accordance with Indonesian national religious, legal, social and cultural norms are found to be 70% very good, 30% good. The indicator shows an adult and exemplary personality, 55% is very good, 35% is good, 10% is moderate. The indicators of work ethic, high responsibility, and a sense of pride in being a teacher were found to be 50% very good, 45% good and 5% enough.

Table 2. Recap Rating The Performance Of Teacher Grade / Subject Competence Of Personality

Competence	Score 1	Score 2	Score 3	Score 4
	Less	Enough	Good	Excellent
Acting In Accordance With Religious Norms, Legal, Social And National Culture Of Indonesia	0%	0%	30%	70%

Shows Mature And Exemplary Personal Work Ethic, High Responsibility, And Pride In Being A Teacher	0%	30%	35%	45%
	0%	5%	45%	50%

Seeing the achievement of observations on indicators that are not in accordance with religious norms, laws, Indonesia's national social and cultural culture with a category of 70% very good and 30% indicating that the teacher's personality is in accordance with religious norms. There is no distance between teachers of different religions and ethnicities.

The teacher is very good at showing exemplary mature personalities reaching 55%, 35% good and 10% sufficient category. There are still 10% who fall into this sufficient category because the teacher has not been able to work together with colleagues to assess what has been done. The teacher still thinks that what he is doing is right. The habit of playing cellphones in class when teaching makes students less responsive to the tasks given by the teacher.

Work ethic, responsibility and pride in being a teacher were achieved by 50% of teachers in the very good category, 45% good and 5% enough. Personality is an important factor for a teacher who is always used as an example for students. Looking at the figures above, it is still necessary to improve this competency. still some of the very good personalities achieved by this teacher are influenced by several other factors, lack of work motivation. Lack of work motivation for teachers has an impact on students and needs better attention from school leaders and related agencies. The assumption that after free teaching is the basic reason for teachers, especially PJOK, who has free time, reduces teacher work motivation. This requires a lot of cooperation from the principal as a direct supervisor to empower and supervise PJOK teachers, so it is necessary to give clear additional tasks to increase time and be more innovative. The zoning system is very well applied to teacher placement so that it can streamline the time of teachers whose homes are far from the workplace so that not much time is wasted because they have to take a long time to get to school and use that time to foster students in other forms of activities. Supervision can be used as a means of coaching teachers, especially teachers of physical education, sports and health, in instilling openness and exchange of opinions

so that teachers are able to share knowledge with colleagues and cover their shortcomings by studying with friends at school. The continuous assistance of the principal to the teacher is very necessary so that the teacher initially feels reluctant to be motivated by being noticed and supported by the leadership.

Lack of communication is also a factor that can affect the teacher's personality competence. The teacher feels uncomfortable with leadership, making the teacher uncomfortable in carrying out or completing the task so that the teacher does not carry out the task on time, does it forcibly and irresponsibly, as long as it is done without going through the correct procedure. Suhardan (2010: 84) in Gold Kurningsih (1917) said, "Supervision professional help is empowerment in the form of coaching that is continuously given to teachers in accordance with the progress of work claimants"

There are several factors that affect the competence of the teacher's personality is:

- 1)Time / Hours
- 2)Zoning
- 3)Supervision of
- 4)ASN and Non ASN Status

Social Competence

Be inclusive, act objectively, and not discriminate. Communication with fellow teachers, education staff, parents of students and the community. Indicators of being inclusive, acting objectively, and non-discriminatory obtained 60% mastery of very good teachers and 40% good category. Indicators of communication with fellow teachers, education staff, parents of students and the community, the results obtained are 55% very good, 40%

Table 3. Recap Of Class Teacher Performance Assessment Results/Social Competency Subjects

Competence	Score 1	Score 2	Score 3	Score 4
	Less	Enough	Good	Excellent
Be inclusive, act objectively, and not discriminate	0%	5%	45%	50%
Communication with fellow teachers, education staff, parents of students, and the community	0%	15%	65%	20%

Teachers of Physical Education Sports and Health in East Ungaran 65% very good in treating students by being fair and giving attention in accordance with the needs of each student so as to foster a sense of comfort and safety in participating in learning. While 35% is good in the sense that overall they are able to be fair and considerate, but there are still students who are more dominant so that a small number have not had the opportunity to contribute to the learning. The uneven grouping of students in learning is also still visible so that the gap in the completion of the tasks assigned to each group is very visible which results in a growing sense of insecurity (insecurity) between one group and another. This should not happen when the teacher is able to divide each group equally and make smart students as peer tutors. This is in accordance with what was conveyed (Jeloudar & Lotfi-Goodarzi, 2012), that socially intelligent teachers organize classes through the formation of relationships that support and encourage students, develop lessons based on students' abilities and strengths, create and implement behavioral guidelines in a way -Means that increase intrinsic motivation, such as discussion, cue, recognition and engagement.

Based on the results of research on indicators of being inclusive, acting objectively and not discriminating, it shows that 60% of teacher mastery is very good and 40% is in good category. Most of the teachers are very good at treating students fairly according to their conditions without distinguishing certain groups and can work together with friends so that in the school environment there appears to be a cohesive cooperation. Correspondingly, Janawi (2011) states that, to be objective may also mean that teachers as a central figure in the learning process (especially for the initial rate) should always treat students disproportionate and will select, sort and unfair to students

"From the description above shows that good teachers in mastering social competence there is still 1 teacher who is in the sufficient category. Factors that influence the teacher's low social attitude include: 1) the teacher's tenure, new teachers tend to be silent and have not been able to get along with old teachers. 2) Lack of innovation in school activities so that they cannot stimulate the desire to gather by teachers with students, teachers and parents of students. 3) The teacher's lack of concern for psychological development with students, teachers with teachers, teachers with the community is an important key in establishing communication in schools.

Professional Competencies

In the main professional competencies, the expected performance of teachers is mastery of material, structure, concepts and scientific mindsets that support the subjects being taught and develop professionalism through reflective actions. Indicators of Mastery of materials, structures, concepts and scientific mindsets that support the subjects being taught, the results are very good 50%, good 45% and enough 5%. Indicators of developing professionalism through reflective actions obtained very good 20%, good 65% and quite 15%.

Table 4. Recap Of Class Teacher Performance Assessment Results Personal Competency

Competence	Score 1	Score 2	Score 3	Score 4
	Less	Enough	Good	Excellent
Mastery of materials, structures, scientific concepts and mindsets that support the subjects taught	0%	5%	45%	50%
Developing professionalism through reflective action	0%	15%	65%	20%

In this study, professional competence in mastery of material, structure, concept and science was very well achieved by 50% of teachers, both 45% and 5% sufficient. This shows that most teachers are able to map competency standards and basic competencies and make plans in their learning. But there are still teachers who have not made a coherent plan in their learning so that teachers have difficulty in conveying learning. The material provided is not in accordance with the learning objectives, the time allocation is not appropriate so that the teacher runs out of material before the time is finished. The teacher has not provided up-to-date information in their learning so that students have difficulty understanding the concepts/materials given. The development of subject matter is still little done and associated with the latest news developments that can be used as material in exploring the potential of students to be responsive to changes and circumstances. This happens because of the lack of updates of teachers to the development of the

era and technology so that the information obtained is also very lacking. The lack of mastery of science and technology causes some teachers to not use the information and materials that can be obtained from various sources other than the textbooks and references they have.

While in the ability to develop professionalism through reflective action obtained 20% very good, 65% good, 15% enough. This shows that there are still very few teachers who really master their field. The teacher still thinks that what he has done is enough and has carried out his duties without wanting to reach higher. The teacher is quite satisfied to be able to finish teaching hours but does not evaluate whether the learning provided has been completed or not, there is progress or not, what difficulties are faced by students and the obstacles that arise so that the results achieved by students are not maximized. Most of the PJOK teachers in East Ungaran have not had this kind of self-evaluation. The problem of incompleteness of students in participating in learning on certain themes or chapters is still often encountered. Meanwhile, curriculum 13 states that there are no students who cannot complete their learning, because these deficiencies can be resolved by remedial methods. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning Educational Assessment Standards Chapter III Assessment Objectives Article 4 states that the assessment of learning outcomes by educators aims to monitor and evaluate processes, learning progress, and continuous improvement of student learning outcomes

CONCLUSION

Based on the results of the research above, conclusions can be drawn on the research entitled "Teacher Competencies of Physical Education, Sports and Health in Elementary Schools in East Ungaran Sub-district, Semarang Regency" as follows:

The Pedagogic Competence of Physical Education and Health Teachers in Ungaran Timur District is good but still needs improvement to achieve competency standards that can be in accordance with national education goals.

Personality Competencies of Teachers of Physical Education, Sports and Health are on average very good, teachers can be used as figures by students, especially in this era of globalization, there must be figures who are used as examples by our next generation.

Most of the Social Competencies of Phy-

sical Education and Health Teachers in Ungaran Timur District are very good, need improvement to be able to realize the full educational goals.

Professional Competence of Physical Education and Health Teachers in East Ungaran District still needs attention. Mastery of science and technology is still low on teachers, thus hampering the development of education in schools.

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