



Teaching Performance Instruments of Physical Education Teachers

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ABSTRAK

Kinerja mengajar guru sangat menentukan keberhasilan pembelajaran. Namun, masalah utama dalam mengevaluasi kinerja mengajar guru terletak pada instrumentasi yang "kompleks". Terkadang tidak terlalu objektif saat melakukan evaluasi. Selain itu, instrumen penelitian yang digunakan tidak secara khusus digunakan untuk mengukur kinerja mengajar guru pendidikan jasmani. Salah satu instrumen kinerja mengajar yang relevan dengan pembelajaran pendidikan jasmani adalah instrumen yang dikembangkan oleh Maksum pada tahun 2012. Penelitian ini bertujuan untuk menguji validitas dan reliabilitas instrumen kinerja mengajar Maksum. Penelitian ini melibatkan 42 guru penjasorkes dari satuan pendidikan dasar hingga sekolah menengah atas yang ditentukan dengan teknik *accidental sampling*. Instrumen yang digunakan adalah pedoman observasi yang dikembangkan oleh Maksum (2012), terdiri dari 19 item pernyataan yang disebarluaskan menggunakan google form. Uji validitas dan reliabilitas menggunakan analisis deskriptif, korelasi *product-moment*, dan Cronbach alpha. Hasil penelitian yaitu semua item pernyataan instrumen kinerja mengajar valid ($>0,304$) dengan tingkat reliabilitas tertinggi (0,971). Dapat disimpulkan bahwa instrumen ini dapat mengukur kinerja pengajaran guru Pendidikan jasmani. Implikasi penelitian yaitu evaluator dan guru dapat menggunakan instrumen ini untuk menilai dan meningkatkan kinerja mengajar mereka.

ABSTRACT

A teacher's teaching performance will determine the success of learning. However, the main problem in developing teacher teaching performance lies in the "complex" instrumentation. Sometimes not very objective when doing the evaluation. In addition, the research instrument used was not specifically used to measure the teaching performance of physical education teachers. One of the teaching performance instruments relevant to physical education learning is the instrument developed by Maksum in 2012. This study aims to test the validity and reliability of Maksum's teaching performance instrument. This study involved 42 physical education teachers from basic education units to senior high schools determined by the *accidental sampling* technique. The instrument used is an observation guide developed by Maksum (2012), consisting of 19 statement items disseminated using google form. Test the validity and reliability using descriptive analysis, *product-moment* correlation, and Cronbach alpha. The study results were that all items of teaching performance instrument statements were valid (>0.304) with the highest level of reliability (0.971). It can be said that this instrument can measure the teaching performance of physical education teachers. The research implication is that evaluators and teachers can use this instrument to assess and improve their teaching performance.

1. INTRODUCTION

Various research instruments have been used to assess the teaching performance of teachers. For example, the previously developed instrument used the observation guideline for Teacher Ability Assessment Analysis from the Ministry of National Education in 2008 (Sa'diah & Winarno, 2019). Another instrument uses observation guidelines developed by the Artha Wacana Christian University Learning Laboratory (Blegur & Lumba, 2019). The instrument used does not explicitly assess the teaching performance of physical education teachers, even though physical education has many different physical characteristics, such as doing a guided warm-up and the sequence in teaching moving tasks. In this book "Metodologi Penelitian dalam Olahraga," has formulated 19 points of the statement of teaching performance instruments for physical education teachers (observation guidelines) (Maksum, 2012). The 19 points include activities to open learning, core learning, and closing learning. Apart from being practical, this instrument also accommodates all crucial elements in assessing and evaluating the performance of physical education teachers. For instance, teachers convey learning objectives, teachers generate students' attention, teachers implement strategies to optimize student practice, teachers provide feedback to students, fair

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treatment, not differentiating male and female students, and the teacher prepares students to receive the following lessons (Juditya et al., 2020; Rosana et al., 2017; Segers et al., 2018). The instrument of teaching performance/teaching skills coined by Maksum needs to be tested for validity and reliability to be used to assess and evaluate the teaching performance of physical education teachers both internally and externally (scientific research). It aims that the evaluators can provide credible conclusions on teaching performance of physical education teachers so that their negligence while carrying out learning can be diagnosed carefully as well as making improvements so that during the implementation of learning, physical education teachers can achieve learning objectives, creating a productive, constructive, and humanist learning atmosphere (Rosana et al., 2017; Samsudin et al., 2021; Taherdoost, 2016).

Teachers have an influential role in advancing a nation's civilization by preparing students who meet competencies and attitudes relevant to the times' progress (Boesdorfer, 2019; Chiu et al., 2020; Suroto, Khory, F. D., Dinata, V. C., & Priambodo, 2017). This achievement requires a set of skills, in which teachers must be competent and up to date to prepare themselves with the various needs of organizing learning in the classroom (Brandmiller et al., 2020; Xie et al., 2021). Competent and high-performing teachers can accomplish education well, because they are responsible for making effective and efficient learning approaches, methods, and strategies with their expertise, personality, and social relations to explore the maximum potential of students during the process (Anita & Damrah, 2020; Rohita et al., 2018). Learning is an effort to prepare students to "live and be useful" in the future (Arfani & Sulistia, 2019; Blegur et al., 2017). The key to successful learning lies in a teacher. Therefore, a teacher must have a number of competencies needed to carry out their functions (Bdiwi et al., 2019; Carrascoa et al., 2020). One of the competencies that teachers must have is understanding the meaning or paradigm of physical education in schools (Coppola et al., 2019; Tomoliyus et al., 2013). This key role does not mean that teachers monopolize students' learning rights in the classroom, but rather make the class effective by developing learning activities that allow students to be active in cognitive, psychomotor, and affective aspects. Through a set of teaching skills, students have assessed the teacher's teaching performance because students are the first to assess teacher performance. After all, they observe, see, feel, and experience firsthand the teacher's teaching activities (Chiva-Bartoll et al., 2021; Sulistyono, 2019).

Some studies have reported satisfactory results on physical education teachers' competencies (Phelps et al., 2021; Sa'diah & Winarno, 2019). However, the reports partially prove that respectively professional competence (85.64%) and pedagogy (86.18%) get the lowest percentage of the four teacher competencies, even though these two competencies contribute to the performance of physical education teachers in front of their students (Estrada et al., 2019; Salmawati et al., 2017). In addition to the research evidence from Estrada and colleagues. Observing this condition, maximizing students' role as evaluators to control teacher performance assessments Mulyana (2017). There is other interesting evidence; statistically, his actions have not succeeded in improving the teaching skills of physical education teachers, so he recommended conducting a discussion on understanding the learning process's evaluation with colleagues (Khuddus, 2017). Teacher performance is still lacking in planning, implementing learning, and evaluation. Even out of 226 respondents, 65% (147) want teacher performance to be evaluated annually (Yıldız, 2013). So that the performance efficiency analysis results from subsequent interactions used as an improvement in physical education learning (Wirasasmita & Hendriawan, 2020). As a result, assessing and evaluating teacher performance is very important to support and improve quality learning (Salmawati et al., 2017).

There is an inconsistency in teacher performance and competencies related to teacher performance in class at lower levels (professional and pedagogical). In proving that only 64.6% of students stated that physical education is an exciting lesson (Husain et al., 2015). Therefore, teachers are encouraged to improve their professionalism. Physical education teacher performance must be evaluated periodically by leaders, peers, and even students to bridge the teacher to diagnose and improve their teaching performance. Indeed, everything will run and be adequately diagnosed if there are teaching performance instruments that are practical, representative, valid, and reliable. This study aims to test the validity and reliability of the physical education teacher teaching performance instruments developed by Maksum in 2012. The results of this test will focus on creating the credibility of the instrument in evaluating the teaching performance of both students and teachers of physical education in order to support the quality of their learning through updating the teaching performance from time to time, whether in the opening, administering, and closing learning activities.

2. METHODS

Sampling used the accidental sampling technique. The teachers involved in this research are willing to respond to online research instruments distributed through google forms. Even though the technique is accidental, we still considered the participants' relevance to research data needs. For example,

those involved are only physical education teachers and work in the Education Department in Kupang City. This research used a physical education teacher teaching performance instrument developed by (Maksum, 2012). This instrument is constructed into three parts, and in total, there are 19 closed statements. The introduction section contains three statements, including the teacher conveying the learning objectives and the teacher carrying out a guided warm-up. The core part contains 12 statements, including the teacher's task of motion in sequence, the teacher submits direct corrections, the teacher's treatment is fair, and the teacher likes to express appreciation for student performance. The closing section contains four statements, including the teacher inviting students to look at the overall teaching task and the teacher carrying out cooling activities. We also needed to convey that this instrument was developed as a guideline for observation by providing two columns of responses from observers, namely "Yes" and "No." However, for this research, we use a Likert scale to respond on a 5 point scale. The instrument's validity in this study was tested using Pearson's correlation analysis (calculating the correlation between the score of each statement item with the total score). A construct is said to be valid if the r -count value is greater than the r -table value (> 0.304 ; $N = 42$, $df = N-2$). Furthermore, the reliability of the instrument was tested using the one-shot method with the Cronbach alpha facility. All tests used the assistance of Statistical Package for Society Science (SPSS) application program version 25.

3. RESULT AND DISCUSSION

Results

The descriptive analysis results provided evidence that all respondents' demographics showed that physical education teachers' teaching performance instruments are good. From a 5-point scale, there are only three types of demographics that showed that the average response of physical education teachers is in the "adequate" category, namely gender, employment status, and assignment period. Pearson correlation analysis (calculating the correlation between each statement item's score with the total score) showed that all items statement of Maksum's teaching performance instrument are declared valid, where the value of r -count is greater than r -table (> 0.304). Based on the validity test results, all statement items passed the reliability test using Cronbach alpha. The result was that the instrument is declared reliable in the highest category, with a value of 0.971. Thus, the teaching performance instrument of Maksum is suitable to be used in assessing and evaluating the teaching performance of prospective teachers and physical education teachers because it is proven valid and reliable. The results of the validity and reliability test of Maksum's teaching performance instruments are presented in table 1.

Table 3. Results of the validity and reliability test of Maksum's teaching performance instrument

No	Statements	M	SD	r	α
1	The teacher clearly communicates learning objectives to students	4.214	0.898	0.864	0.971
2	The teacher arouses students' attention and motivation	4.190	0.890	0.864	
3	The teacher warmed up in a guided manner	4.190	1.017	0.796	
4	The teacher teaches the task of the movement in sequence	4.261	0.938	0.867	
5	The teacher applies a modified approach	3.857	1.094	0.720	
6	The teacher breaks down the teaching assignments according to the students' abilities	3.857	1.001	0.751	
7	Teachers implement strategies to optimize student practice	3.976	0.923	0.859	
8	The teacher conveys phrases that inspire students to participate	4.238	0.790	0.873	
9	The teacher reinforces nonverbal symbols	3.785	0.870	0.456	
10	The teacher delivers direct corrections	4.238	0.932	0.879	
11	The teacher asks questions to stimulate student reasoning	4.166	0.934	0.858	
12	The teacher asks questions to stimulate students' thinking	4.238	0.905	0.872	
13	The attention of the teacher is thorough, not just skilled students	4.214	0.898	0.850	
14	The teacher likes to convey appreciation to student performance	4.309	0.923	0.809	
15	The teacher's treatment is fair, not differentiating between male and female students	4.381	0.882	0.827	
16	The teacher invites students to look at the overall teaching assignment	4.261	0.912	0.897	

No	Statements	M	SD	r	α
17	The teacher provides feedback to students	4.238	0.878	0.815	
18	The teacher carries out cooling activities	4.404	0.885	0.831	
19	The teacher prepares students for the next lesson	4.357	0.905	0.789	

Note: M = mean; SD = standart deviation; r = r-count; α = reliability of Cronbach alpha

Discussion

Physical education teachers' teaching skills have been the subject of various studies, not only for teachers who are already in the workplace (Khuddus, 2017; Sa'diah & Winarno, 2019). Prospective physical education teachers (students majoring in physical education) can also be the research subjects to determine their readiness in teaching (Blegur & Lumba, 2019; Simou, T., Krommydas, C., & Papaioannou, 2013). The Ministry of Education and Culture has launched the Freedom to Learn- Independent Campus (*Merdeka Belajar-Kampus Merdeka*) program through the scheme of Teaching Assistance at the Education Unit and the Teaching Campus. Therefore, prospective teachers' teaching performance must be more intensely prepared so that they can compete and work together through learning practices in partner schools (Abidah et al., 2020; Yamin & Syahrir, 2020). The goal is that when they become teachers, the indicators of teaching performance they have can be accounted for in front of their students. Physical education learning must be taught by teachers who have adequate performance and competence to organize the learning process in the classroom to achieve goals (D'Elia, 2019; D'Isanto, 2019; Gaetano, 2016). More specifically, physical education teachers carry out learning that aims to develop short-term physical fitness of students and long-term to apply lifelong active life (Rink & Hall, 2008; Viscione et al., 2019). A sedentary lifestyle has been considered the fourth main risk factor for death (D'Isanto, 2019; Gaetano, 2016). Effective and high-quality physical education learning is vital for developing an active and healthy lifestyle (physically) and contributes to well-being and character-building. A future physical education teacher who is maximally performing and competent will be very much needed to form active and healthy students (Coppola et al., 2019; Husnaini & Chen, 2019). So that in promoting new knowledge and applying educational values to students during lesson hours, they can also be done outside of learning hours (for example, extracurricular activities, during recess, and on other trips). Professionals take a vital role in education and must be specially trained and prepared to teach knowledge, character, and movement through physical activities (Chiva-Bartoll et al., 2021; Pieh et al., 2020). One study showed that, if the learning time of physical education is effectively regulated in practice, two hours per week for 20 weeks, might be sufficient to drive an average 6% annual increase in motor skill dexterity, strength, and endurance and positively influence student lifestyle.

Physical education teachers must help and facilitate students to achieve educational goals (Wang et al., 2021; Zhan et al., 2021). Therefore, the teacher's teaching performance assessment instrument should also summarize various learning activities relevant to educational goals, including evaluating teaching processes that stimulate students' higher-order thinking processes, familiarizing students with positive character, and training students' basic movement patterns a high movement culture (Nurhayati, 2018; Srirahayu & Arty, 2018). The validity and reliability of the 19 teaching performance indicators are essential for evaluating the learning process of physical education teachers. Even though these 19 indicators have been declared valid and reliable, several teaching performances can be added as indicators, such as the starting and ending times of learning, to find out the academic learning time in physical education learning. Minimizing off-task and maximizing learning time for active and appropriate motion tasks will enable students to participate optimally in the learning process (Docheff et al., 2008; Minguet & Fernández, 2010). Teaching performance instruments or teaching skills that need to be considered indicators of effective learning implementation by physical education teachers are the teacher's follow-up actions after learning. Is the learning done just like that or evaluates the learning done to improve the following learning process or even encourage students to engage in mobile practices outside of school? The addition is urgent because research in the physical education learning setting has shown that lesson planning is one of the crucial factors related to the effectiveness of learning and teacher evaluation (Chen et al., 2011; Kyrgiridis et al., 2014). Simultaneously, it encourages a culture of lifelong active life (Viscione et al., 2019). Teaching performance accumulates various forms of updating skills that teachers manifest in their learning practices. Therefore, the instrument used to evaluate teacher performance must genuinely represent the latest teaching performance to answer the learning needs of students to achieve educational goals. Indeed, the instrument must be credible, valid, and reliable to be adapted into various academic units.

4. CONCLUSION

The teaching performance instrument developed by Maksun is feasible for teachers to improve their performance when carrying out learning. As a valid and reliable instrument, teachers can use the teaching performance observation guidelines by maximizing the role of leaders, peers, and even students to explore indicators. Teaching performance is not optimal and further improves it through training and mentoring so that teachers can “hypnotize” students to achieve learning goals with constructive and humanist educational principles.

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