

# The Competency of Physical Education and Sport Teachers in Papua Province Indonesia

Jonni Siahaan  
*Faculty Of Sport Science*  
 Universitas Cendrawasih  
 Papua, Indonesia  
 jonni.siahaan@gmail.com

**Abstract**—This research purpose to observed the competency of physical education and sport teachers at Town Jayapura, Regent Jayapura and Regent Keerom in Papua Province with survey. The competency of physical education and sport teachers as a variabel independent through survey with posttest design only. There were 36 teachers become population/sample that derive from Town Jayapura (12 teachers), Regent Jayapura (12 teachers) and Regent Keerom (12 teachers), and total 36 teachers to be population and sample. There were 39 statements in instrument anget to measure the competencies of physical education and sport teachers with consist of professionalism, paedagogy, social and personal. Each statements with five options and range scores 1-5 (Likert Scale), as follow; very often (score5), often (score4), sometimes (score3) less (score2) and never (score1). Total score of each respondent is range from 39 up to 195 score. Data were analysed by compare mean statistic (Paired sample T test) to answer the hypotheses; 1) there is not significant different the competency of physical education and sport teachers between Regent Jayapura and Regent Keerom ( $P.016 > \alpha 0.05$ ). 2) there is significant different the competency of physical education and sport teachers between Town Jayapura and Regent Jayapura ( $P.000 < \alpha 0.05$ , and 3) there is significant different the competency of physical education and sport teachers between Town Jayapura and Regent Keerom ( $P.000 < \alpha 0.05$ ).

**Keywords**—*competency, teachers and physical education and sport*

## I. INTRODUCTION

Education as a process which integrate students with their life to be better, and teacher as frontline agents of integration in the learning process at school. Teacher become a key of success in the learning process, especially learning about skills in the school. Jonni Siahaan, (2015) conclude from many reasearches that learning process want to obtain the maximum of learning result especially skills which be taught by the teachers in the school. Drowatzky, (1981:16) edited by Jonni Siahaan, (2015) said that life is continual process of adaftation of human with involving maturation and learning. Drowatzky, (1981:17) said the learning principle is a change of behavior as result of learning process in many activities of human.

Miller, (1997) edited by Azlina Mohd Kosnin, [1] said that holistic education a philosophy of education that has made a comeback in the world of education. This holism philosoply is based on the premise that human beings finds identity, meaning, and purpose in life through connection to the community, to the natural world, and to spiritual values such as compassion and peace, as an intrinsic reverence for life and a passionate love of learning.

Anthony Laker, (2001:30) in Jonni Siahaan, (2015:537) said to identify the teachers is efective in the school could be seen from knowledge of subject, planning and preparation, management and organization, communication, provide learning environment, understanding social process, hold pupils accountable, and provide feedback and time on task. According to Miller and Anthony Laker, that many indicators could be used to measure the competencies of teachers in education. In Indonesia there are four competencies could be used to measure the competencies of teachers include physical education and sport teachers; pedagogy, professionalism, personal and social. Therefore, generally the succes of teachers in education according to four competencies.

Education responds constantly to forces, that operate in the large culture. Many people expect schools to solve social ills (abuse, changes the family pattern, poor fitness among youth, childhood obesity, sexually transmitted diseases, greater inequities between the haves and have nots, a TV and video game generation, high crime rates, poor cide, disruptive behavior, changing ethnic and linguistic deversity, high dropout rate and etc. This problems need to change education through, as like; curricular reform, school restructuring, and teacher empowerment for school based management decisions (Vincent J. Melograno, 2008:5). This theory wants to ask teachers must be sensitive to the cultural characteristics of learners and accommodate all the problems above in the classroom.

There are five mayor trends seem important that hopefull the changes in education as like; culturally responsive pedagogy, inclusive education, knowledge based approach, outcome based education and

developmentally appropriate practices (Vincent J. Melograno, 2008:6-8). Culturally responsive pedagogy according to villegas, (1991) edited by Vincent J. Melograno, (2008:6) said teaching that considers cultural differences. Skills are needed to accommodate the diversity, found in cross cultural school settings. Inclusive education according to Lerner, (1993) edited by Vincent J. Melograno, (2008:7) usually associated with special education that integrating regular education which has been carried out in school.

Will, (1986) edited by Vincent J. Melograno, (2008:7) said currently many students with various learning problems are not eligible for special education services. Knowledge based approach according to Vickers, (1990) edited by Vincent J. Melograno, (2008:8) assume that subject matter cannot be left out of the designing process. Subject matter mastery is fundamental to one's ability to solve problems, think or be creative, for example; problem solving skills, thinking strategies and creativity. This kinds of cognitive abilities are considered prerequisite to subject matter mastery.

Program developmentally appropriate practice according to Bredekamp, (1987) edited by Vincent J. Melograno, (2008:8) is two dimensional; 1) age appropriateness depends on universal, predictable sequences of growth and change that occur in all dimensions; physical, intellectual, emotional, and social. Individual appropriateness refers to each person's pattern and timing of growth as well as individual personality, learning style, and family background.

Outcome based education according to Murphy (1984) edited by Vincent J. Melograno, 2008:9) are the outcome based approach, a comprehensive design for teaching or learning and instructional management. These become roots in the earlier mastery learning and the competency base education movements. The premise that student success is reflected in goal reached. Franck et al, (1992) edited by Vincent J. Melograno, 2008:9) said, five competencies as basic parts of the physical educated; learn skill necessary to performance a variety of physical activities, physically fit, participated regularly in physical activity, the implication of and the benefits from involvement in physical activities and values physical activity and its contributions to a healthful lifestyle.

Paturusi, (2012) and Angga Adi Prasetya1, M E Winarno, Dona Sandy Yudasmara, (2018:83-89) said the purpose of physical education is to change the behavior of learners through the activity of motion. Development of potential learners can be maximized through physical education because in it allows children to learn various activities of body movement that allows to increase the potential physical, skills, knowledge, and social and moral aspects. Physical

education allows students to develop personal potential because in its implementation allow the students to develop a mindset, it is because the capacity of motion skills of each individual is different so that to meet the demands of the motion students must be able to find the capacity of each individual self (Balan et al, 2012) edited by Angga Adi Prasetya1, M E Winarno, and Dona Sandy Yudasmara, (2018:83-89).

In Indonesia regulations used many terms to describe the physical education and sport teachers alike; physical education teacher, physical education and sport teachers, sport teachers, and physical education, sport and health teachers. In this research be used physical education and sport teachers. Although all terms above be implemented are relative equal in learning process at school from primary, elementary and senior high school. In this research used the term of physical education and sport to measure the competencies of teachers.

Hamzah B. Uno, (2009:74-80) said that thirty nine statements could be used to measure the competencies of physical education and sport teachers which be clasified into four competencies as like; pedagogy, profesionalism, personal and social. All the statements could be seen below; 1) teacher studies many diciplines of knowledge to richen the ability, 2) teachers effort to looking for and learning the knowledge to richen the ability, 3) before teaching the teachers learn the subject, 4) teachers teach depend on their ability, 5) teachers teach the subjects which be known, 6) teachers effort to deepen the subjects and teach them to the students. Statements number 1-6 focus to increase or improve the professionalism competencies of teachers include physical education and sport teachers have to deepen their ability in three domain as like; cognitive, psychomotor and affective domain.

The subject of physical education and sport in the school, really now have dilemma and it has been marginalized. According to Vincent J Melograno, (1984:3) physical educators face a continuous dilemma being bombarded with a wealth of content options and must decide what to teach and why to teach it?. It's mean the physical education and sport teachers must be always improve their ability everytime by following as like; the workshops, international conference, national conference, doing research, especially class action research and etc, in order teachers get solution to solve the problems relate to achievement of learning process result could be improve gradually. This

The next statements number 7) before teaching, teachers analyse the characteristic of students. 8) teachers plan the materils depends on students characteristics. 9) teachers arrange the lessons with motivational design for students who dont have motivation. 10) teachers give the lessons suitable with

national education. The statements from number 7-10 focus to improve the characteristics of students, and be categorized into professionalism competency. The characteristics of students become priority to achieve in the school through learning process. It's become one of outcome from result of education. Although is realise that to have good characteristic is commonly very difficult.

The next statements number 11) teachers teach the lessons with media. 12) teachers use media of learning according to characteristic of students. 13) teachers use methods. 14) teacher use methods as long as learning process. 15) teachers effort to arrange the lessons as easy as possible. 16) Teachers teach with media of learning. 17) teachers give formative test. 18) teachers do sumative test for all material of lessons. 19) teachers plan the lessons very well. 20) teachers guide for discussion material in the learning process. 21) teachers distribute the task in the learning process. 22) teachers arrange the task. The statements number 11-22 could be clasified into pedagogy competency. The physical education and sport teachers have known the pedagogy competency as same as sport pedagogy which be intergrated to sport science and be basic to all materials of physical education and sport in the learning process to achieve the aim or goals.

Roethig, P. and Prohl, R. (2003) said sport pedagogy is the academic field of study, which is located at intersection between sport and education. Armour, K. (2011) said as a discipline, sport pedagogy is concerned with learning, teaching and instruction in sport, physical education and related areas of physical activity. This theory said teachers of physical education and sport must be able to link sport and education in learning, teaching and instruction.

The next statement are number 23) teachers help society. 24) teachers give solution to society. 25) teachers give solution about oganizing around the societies. 26) teachers do everythings in the society. 27) Teachers help the peer teachers by giving the solution while they have problems. 28) teachers ask peer teachers who have good competency as physical educators to motivate in order more success. 29) teachers will do the best in task which be immitated by other teachers. 30) teachers should build the relationship with peer teachers, head master and students in the school. 31) teachers always solve the problems without emotional. 32) teachers make the decision, base on general needed. The statements from number 23-32 could be clasified into social competency.

Semrud-Clikeman, M. (2007) said social competecy is a complex multidimensional concept the consisting of social, emotional, cognitive, find information, skills for processing or acquisition, perspective taking, and behavioral (conversation skills, prosocial behavior) skills, as well as

motivational and expectancy (moral development, self-efficacy) which be needed for successful social adaptation. Social competence also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions. Social competence is the foundation upon which expectations for future interaction with others is built, and upon which individuals develop perceptions of their own behavior. Often, the concept of social competence frequently encompasses additional constructs such as social skill, social communication and interpersonal communication.

The next statements are 33) teachers always finish all the task in the school. 34) teachers want to be counsellor of the students. 35) teachers are able to follow the regulation which be implemented in the school. 36) teachers are pleased to build the relation among the teachers. 37) teachers help each other to solve the problems. 38) teachers have been chosen to solve the problems related to professional task, and 39) teachers are happy to face the conflict among the teachers. The statement number 33-39 could be clasified into personal competency. According to Sam Redding, (2016) that personal competencies as propellants of all learning. There is a link between competencies and personal learning. it's mean in physical education learning proces must be arrange how to make linkage the competencies and personal in the learning process of physicalo education and sport teachers.

Sam Redding, (2016) said the competency is the combination of observable and measurable knowledge, skill, abilities and personal attributes that contribute to enhance human performance and ultimately result in organizational succes. To understand competencies, it's important to define the various components of competencies as follow; 1) knowledge is the cognizance of facts, truths and principles gained from formal training and or experience. 2) skill is a developed proficiency or dexterity in mental operations or physical processes that is often acquired through specialized training; the execution of these skills results in successful performance. 3) ability is the power or aptitude to perform physical or mental activities that are often affiliated with a particular profession. 4) individual attributes are properties, qualities or characteristics of individuals that reflect one's unique personal. Individual attributes are viewed as genetically developed or acquired from one's accumulated life experiences. The personal characteristics are the most subjective of the components, a growing, significant body of research links specific personality traits to successful individual and organizational performance.5) Individually recognizing and rewarding any of these sources of expertise provides a strong basis for individual performance engagement. This theory should be implemented by teachers of

physical education and sport in the learning process at school.

The definition of physical education and sport according to Siedentop, (1991) edited by Jonni Siahaan, (2016) said physical education and sport is part of education integrated as at all. Push and Gerber, (2005) edited by Jonni Siahaan, (2015:183-191) physical education and sport need focus to physic and educational potential. Focus to physic means the learning process of physical education and sport have to develop the ability or motor skill and performance. Focus to educational potential means the learning process of physical education and sport implicated to integrate between physical activities and psiko-social development the students.

## II. METHODS

This research purpose to observed the competency of physical education and sport teachers at Town Jayapura, Regent Jayapura and Regent Keerom in Papua Province by survey which be clasified in descriptive research (Sukardi, 2003:171 & Saifuddin Azwar, 1998:9). The competency of physical education and sport teachers as a variabel independent. There were 36 teachers to be population and sample, derive from Town Jayapura, Regent Jayapura and regent Keerom, respectively 12 teachers, total 36 teachers. There were 39 statements in anqet to be instruments to measure the competency of teachers, consist of professionalism, paedagogy, social and personal domain. Each statements consist of five options and score; very often (score 5), often (score 4), sometimes (score 3) less (score 2) and never (score 1). Total score of each respondent was range from 39 up to 195 score.

This research had been done when the physical education and sport teachers were following the instructional programs of physical education as long as two weeks in Town Jayapura, on April 2017 which be hold by Departement of National Education Papua Province. Its about one thirty hours at rest time by getting permit from committe, all the anqets were filled or answered by all the teachers. After finishing fill the anqets, directy was collected by the testers as quict as possible.

Data were analysed by compare mean statistic (Paired sample T test) with SPSS 16 program (Anas Sudijono, 2011: 313-314) to answer three hypotheses as like; 1) there is different competency of physical education and sport teachers between Regent Jayapura and Regent Keerom. 2) there is different competency of physical education and sport teachers between Town Jayapura and Regent Jayapura & 3) there is different competency of physical education and sport teachers between Town Jayapura and Regent Keerom.

## III. RESULT AND DISCUSSION

### 1. The competency of physical education and sport teachers Regent Jayapura and Regent Keerom

Hyphoteses 1 (Regent Jayapura-Regent Keerom)	Probability (P) .016 > $\alpha$ 0.05	Non Significant
--	--------------------------------------	-----------------

According to analysed of compare means (Paired Samples T test) was found (P) .016 >  $\alpha$  0.05. Its mean that there is not significant different the competency of teachers between Regent Jayapura and Regent Keerom. The competency of physical education and sport teachers Regent Jayapura and Regent Keerom are relative equal or same. Actually the competency of teachers in Regent Jayapura is better than Regent Keerom.

The condition of Regent Jayapura is really better than Regent Keerom, because Regent Keerom are as Regent Jayapura development. Its means the problems relate to education in Regent Jayapura become a model or best practice for the regent Keerom. The solutions about education in Regent Jayapura to be experience for Regent Keerom. It's mean Regent Jayapura could do as best practice about education and find the solution in every problems relate to learning process in the school.

### 2. The competency of physical education and sport teachers Town Jayapura and Regent Jayapura

Hyphoteses 2 (Town Jayapura-Regent Jayapura)	Probability (P) .000 > $\alpha$ 0.05	Significant
--	--------------------------------------	-------------

According to analysed of compare means (Paired Samples T test) was found Probability (P) .000 <  $\alpha$  0.05. Its mean that there is significant different competency of physical education and sport teachers between Town Jayapura and Regent Jayapura. This result mean that the ability of physical education and sport teachers in Town Jayapura is better than Jayapura Regent. The condition of Town Jayapura is better than Regent Jayapura. Town Jayapura is capital of Papua Province. As demografy, Town Jayapura and Regent Jayapura are relative thrive. Although the competencies of teachers in Town Jayapura and Regent Jayapura are relative equal, the teachers have to improve their abilities continuously by following the thrive in era globalization of Asean, Asia, and the World.

### 3. The competency of physical education and sport teachers Town Jayapura and Regent Keerom

Hyphoteses 3 (Town Jayapura - Regent Keerom)	Probability (P) .000 < $\alpha$ 0.05	Significant
--	--------------------------------------	-------------

According to analysed of compare means (Paired Samples T test) was found Probability (P)  $.000 < \alpha 0.05$ . It's mean that there is significant different competency of physical education and sport teachers between Jayapura Town and Keerom Regent. This result mean that the ability of physical education and sport teachers in Jayapura Town is better than Keerom Regent.

Information about the teachers from Keerom Regent which be got from teachers directly while discuss beside fill in the anquets, there are many problems about education relate with the teachers who teach ini many places as like rural area, hinterland area or urban area and cities area of Keerom Regent. The problems generally will disturb the learning process in the school as like; teachers are extraordinarily rare, teachers teach many subjects, teachers directly go to town, leave the class/school without permission to students and will come back again in many months. The teachers reason from urban really are the high leving cost, difficult to have good rank, etc.

The condition in Jayapura Town is enough different with Keerom Regent. Jayapura Town in capital of Jayapura Provinsi, so that the problems about learning process is relative fine despite of still less of teachers especially for special lesson as like physical education and sport teachers. According to demografy of and explanation about Town Jayapura and Regent Keerom, the physical education and sport teachers in Regent Keerom must be always to improve their abilities by following the thrive of era globalization .

#### IV. CONCLUSIONS

There are three conclutions could be known after finishing this research, as follow;

1. There is not significant different the competency of teachers between Regent Jayapura and Regent Keerom. (P)  $.016 > \alpha 0.05$  (not significant). The competency of physical education and sport teachers in Regent Jayapura and Regent Keerom is relative equal or same.
2. There is significant different competency of physical education and sport teachers between Town Jayapura and Regent Jayapura. (P)  $.000 < \alpha 0.05$  (Significant)
3. There is significant different competency of physical education and sport teachers between Jayapura Town and Keerom Regent. (P)  $.000 < \alpha 0.05$  (Significant)

#### REFERENCES

- [1] Azlina Mohd Kosnin, 2015. Holistic And Integrated Early Childhood Education In Malaysia. Article in Proceeding. The 3rd International Conference of Early Childhood Education (ICECE) 2015. Early Childhood Education Department Faculty of Education, State University of Padang. September 20th-21st 2015, Engku Syafe'i Room LPMP Padang, Indonesia. ISBN: 978-602-17125-9-7.
- [2] Angga Adi Prasetya1, M E Winarno2, & Dona Sandy Yudasmara, 2018. Implementation of Physical Education Learning K-13 Class 11 Semester I in Senior High School. Article. 7 (2) (2018) 83-89 Journal of Physical Education, Sport, Health and Recreations <http://journal.unnes.ac.id/sju/index.php/peshr>
- [3] Armour K, 2011. *Sport Pedagogy: An introduction for coaching and teaching*. London: Pearson.
- [4] Anas Sudijono, 2011. *The Introduction of Education Statistic*. Raja Grafindo Persada Published. Jakarta.
- [5] Balan, V., Marinescu, G., Ticala, L., & Shaa, M. (2012). *Physical Education–Longlife Learning*
- [6] Jhon N. Drowatzky, 1981. *Motor Learning. Principles and practices*. Second Edition. Burgess Publishing Company, Minneapolis, Minnesota. The University of Toledo, Ohio.
- [7] Jonni Siahaan, 2015. The Table Tennis Strokes Service Development Through Physical Education Learning Process. Article in Proceeding 1st ACPEs Conference 2015. Enhancing the quality of services in Physical Education, Health and Sport for Better Future, September 15th -18th, 2015. Semarang Central Java, Indonesia. Page:40-48.
- [8] Jonni Siahaan, (2016). The difference Competency Physical Education and Sport Teachers in assesment the motoric skills the students in Papua. Article in Prociding National Sport Science Seminar. Birthday of UNNES 51st. Semarang. Page 732-741.
- [9] Jonni Siahaan, 2015. The difference Learning Result of Motoric Basic the Throwing and agility coordinating through Hand Ball Learning Process. Artikel at Journal National Accreditation, University of Malang. Page 183-191. ISBN 2303-996X. Volume 22, Number 2, Oktober 2015.
- [10] Hamzah B. Uno, 2009. *Profesi Kependidikan*. Penerbit Bumi Aksara. ISBN 978-979-010-17.
- [11] Miller, 1997. *What Are School For?. Holistic Education in American Culture*. Third Edition, Brandon, Holistic Education Press.
- [12] Paturusi, A. 2012. *Manajemen Pendidikan Jasmani dan Olahraga*. Jakarta: Rineka Cipta.
- [13] Redding, S. 2016. Competencies and personalized learning. In M. Murphy, S. Redding, & J. Twyman Handbook on personalized learning for states, districts, and schools (pp. 3–18). Philadelphia, PA: Temple University, Center on Innovations in Learning.
- [14] Roethig, P. and Prohl, R. 2003 *Sportwissenschaftliches Lexikon*, Schorndorf.
- [15] Semrud-Clikeman, M. (2007). *Social competence in children*. New York, Springer Scienc Business Media.
- [16] Sukardi, 2003. *Methodology of education research. Competency and Practice*. Bumi Aksara Published, Yogyakarta.
- [17] Saiful Azwar, 1998. *Research Method*. Pustaka Offset Published. Yogyakarta.