

# Performance of Health and Physical Education Teachers in Ngusi District, Jombang Regency Based on the Status of Civil Servant Teachers and Non-Civil Servant Teachers

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**Abstract:** *This study uses a quantitative research approach with descriptive research that describes and differentiates the performance of Sports and Health Physical Education teachers for civil servant and non-Civil Servant teachers at the Elementary School, Junior High School, and Senior High School levels in Ngusi Sub District, Jombang Regency. The performance of elementary school teachers with civil servant status is 85.29% with very good criteria, the performance of junior high school teachers with civil servant status is 77.64% with very good criteria, the performance of high school teachers with civil servant status is 98.79% with very good criteria, the performance of elementary school teachers with non-civil servant status is 73.21% with good criteria, the performance of junior high school teachers with non-civil servant status was 75.50% with very good criteria, and the performance of high school teachers with non-civil servant status was 61.64% with good criteria*

**Keywords:** Performance, Physical Education, Civil Servant Teachers, Non-Civil Servants Teachers

## 1. INTRODUCTION

In carrying out their duties, teachers are required to have good performance. According to Smith (in Mulyasa, 2013: 136) states that performance is output drive from processes, human or otherwise. Performance is the result or output of a process. Mulyasa further stated that performance can be interpreted as work performance, work implementation, work achievement, work results or for work. According to Hoy (Parengkuan, 2009: 12) performance is the ability to carry out tasks or jobs that are in accordance with attitudes, knowledge, skills and motivation.

Teacher performance appraisal (PKG) is needed to ensure a quality learning process at all levels of education. The implementation of PKG is not intended to hurt teachers, but instead PKG is carried out to create professional teachers, because the dignity of a profession is determined by the quality of quality professional services (PKG, 2010: 1). The results of teacher performance appraisals are expected to be useful in determining various policies related to improving teacher competence and professionalism as the spearhead of the implementation of the education process in creating Senior high school, comprehensive, and highly competitive individuals. Teacher performance appraisal is a reference for schools / madrasahs to determine teacher career development and promotion. For teachers, teacher performance appraisal is a guideline for identifying the elements of performance being assessed, and as a means of assessing individual strengths and weaknesses in order to improve the quality of their performance.

Referring to Law Number 14 of 2005; Physical Education, Sports and Health (PJOK) teachers are also required to be professional teachers where physical education and sports are considered important and need to be taught. Referring to the emphasis on physical education and sport on the whole human being carries the risk of being neglected due to intellectual demands, whereas the compensation arena for modern society rewards physical skills.

Teachers of Physical Education, Sports and Health have an important role in shaping the character and growth and development of students. In his emphasis, physical education and sports teachers must pay attention to productive, creative, innovative and character aspects. According to Cochran-Smith (in Darling-Hammond, 2006) identified three ways of teacher education currently being considered: (1) through evidence about the professional performance of prospective teachers; (2) through evidence about teacher test scores; and (3) through evidence on the impact on student teaching and learning practices.

Law Number 20 of 2003 Article 37 states that physical education and sports are placed as compulsory subjects to be taught in every education unit, elementary school to high school. Therefore, physical education and sports teachers must pay attention to performance and how to deliver learning according to their competencies.

Carrying out the teaching and learning process is the stage of implementing the compiled program. In this activity the ability required is the activeness of the teacher in creating and fostering student learning activities in accordance with the plans that have been compiled through

the creation of a syllabus and a Learning Implementation Plan (RPP). The teacher must make decisions on the basis of proper assessment, whether teaching and learning activities are adequate, whether the method is changed, whether past activities need to be repeated, when students have not been able to achieve learning goals. At this stage, besides the knowledge of teaching and learning theory, knowledge of students, it is necessary to have proficiency and learning technique skills, for example: teaching principles, and skills to assess student learning outcomes.

The teaching profession must be supported by competencies that meet the requirements referred to in Law of the Republic of Indonesia Number 14 of 2005 Article 8 which includes: (1) pedagogical competence, (2) personality competence, (3) social competence, and (4) professional competence, which is obtained through professional education. In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Chapter III article 7 states that the teaching profession is a special field of work carried out based on the following principles.

The process of forming professional teachers, it is hoped that teachers will be able to participate in national development to realize Indonesian people who fear God Almighty, excel in science and technology, have an aesthetic, ethical, noble character, and personality (PKG, 2010: 1). According to Liakopolou (2011), half of the teachers stated that they rarely organize activities outside the classroom. In general, the number of teachers using innovative teaching methods barely touches 50%.

Based on information obtained during an interview with one of the Sports and Health Physical Education teachers that in the Ngusi sub-district, Jombang Regency, there are 22 teachers who teach at elementary school, junior high school and senior high school and equivalent. All of these teachers have not conducted teacher performance appraisals. Assessment of teacher performance in Ngusi Sub district, Jombang Regency to determine the extent of the performance of the Sports and Health Physical Education teachers in carrying out their duties. Based on this background, the researcher will take a title related to teacher performance, namely "Performance of Physical Education, Sports and Health Teachers in Ngusi Sub district, Jombang Regency Based on the Status of Teachers of Civil Servants and Teachers of Non-Civil Servants".

## 2. RESEARCH AND METHOD

This study uses a quantitative research approach with descriptive research that describes and differentiates the performance of Sports and Health Physical Education teachers for civil servant and non-civil servant teachers at the elementary school, junior high school, and senior high school levels in ngusi sub district, jombang regency.

Variable is a concept that has variability or diversity that is the focus of research (Maksum, 2012: 29). Meanwhile, according to Sugiyono (2008: 38) research variables are an attribute or nature or value of people, objects or activities that have certain variations that are

determined by the researcher to be studied and then draw conclusions. In this study, there are two variables, namely the independent variable (independent variable) and the dependent variable (dependent). The independent variable is the variable that affects or causes the change or emergence of the dependent variable. The dependent variable is the variable that is influenced or becomes the result, because of the independent variable (Sugiono, 2008: 39). The independent variable in this study is teacher status.

## 3. RESULTS

The description of the results of the performance appraisal of Sports and Health teachers for Civil Servant and non-Civil Servant teachers in Ngusi sub-district, Jombang district, is as follows.

Table 3.1 Percentage of Competency 1: Knowing the Characteristics of Students

Category	Competencies 1					
	Elementary School		Junior High School		Senior High School	
	CIVI L SER	NON CIVIL SERV	CIVI L SER	NON CIVI L	CI VIL SE	NON CIVI L
Not Fulfilled	0	0	0	0	0	0
Partially Fulfilled	20	22	17	7	0	5
Fulfilled All	28	14	7	5	6	1
Total Score	76	50	31	17	12	7
Maximum Score	96	72	48	24	12	12
Percentage	79%	69%	65%	71%	100%	58%
Score For Competency 1	4	3	3	3	4	3

Table 3.2 Percentage of Competency 2: Mastering Learning Theory and Principles Educative Learning.

Category	Competencies 2					
	Elementary School		Junior High School		Senior High School	
	CIVI L SER	NON CIVIL SERV	CIVI L SER	NON CIVI L	CI VIL SE	NON CIVI L
Not Fulfilled	0	0	0	0	0	0
Partially Fulfilled	10	20	9	5	0	5
Fulfilled All	38	16	15	7	6	1
Total Score	86	52	39	19	12	7
Maximum Score	96	72	48	24	12	12
Percentage	90%	72%	81%	79%	100%	58%
Score For Competency 2	4	3	4	4	4	3

Table 3.3 Percentage of Competencies 3: Curriculum Development

Category	Competencies 3					
	Elementary School		Junior High		Senior High	
	CIVI L SER	NON CIVIL SER	CIVI L SER	NON CIVI SER	CIV IL SER	NON CIVI SER
Not Fulfilled	0	1	0	0	0	0
Partially Fulfilled	9	16	5	3	1	4
Fulfilled All	23	17	11	5	3	0
Total Score	55	30	27	13	7	4
Maximum Score	64	48	32	16	8	8
Percentage	86%	63%	84%	81%	88%	50%
Score For	4	3	4	4	4	2

Table 3.4 Percentage of Competence 4: Educational Learning Activities

Category	Competencies 4					
	Elementary School		Junior High		Senior High School	
	CIVI L SER	NON CIVI L SER	CIV IL SER	NON CIVI L SER	CI VI L SER	NON CIVIL SERVANT
Not Fulfilled	0	0	0	0	0	0
Partially Fulfilled	28	39	23	9	1	9
Fulfilled All	60	27	21	13	10	2
Total Score	148	93	65	35	21	13
Maximum Score	176	132	88	44	22	22
Percentage	84%	70%	74%	80%	95%	59%
Score For	4	3	3	4	4	3

Table 3.5 Percentage of Competencies 5: Understanding and Developing Competencies

Category	Competencies 5					
	Elementary School		Junior High School		Senior High School	
	CIVI L SER	NON CIVI L SER	CIVI L SER	NON CIVI L SER	CI VI L SER	NON CIVI L SER
Not Fulfilled	0	0	0	0	0	0
Partially Fulfilled	21	25	9	8	0	6
Fulfilled All	35	17	19	6	7	1
Total Score	91	59	47	20	14	8
Maximum Score	112	84	56	28	14	14

Percentage	81%	70%	84%	71%	100%	57%
Score For	4	3	4	3	4	3

Table 4.6 Percentage of Competencies 6: Communication with Students

Category	Competencies 6					
	Elementary School		Junior High School		Senior High School	
	CIVI L SER	NON CIVIL SER	CIVI L SER	NON CIVI L SER	CI VIL SE L	NON CIVI L SER
Not Fulfilled	0	0	0	0	0	0
Partially Fulfilled	13	24	10	4	0	4
Fulfilled All	35	12	14	8	6	2
Total Score	83	48	38	20	12	8
Maximum Score	96	72	48	24	12	12
Percentage	86%	67%	79%	83%	100%	67%
Score For	4	3	4	4	4	3

Table 3.7 Percentage of Competencies 7: Assessment and Evaluation

Category	Competencies 7					
	Elementary School		Junior High School		Senior High School	
	CIVI L SER	NON CIVIL SER	CIVI L SER	NON CIVI L SER	CI VIL SE L	NON CIVI L SER
Not Fulfilled	0	2	0	0	0	0
Partially Fulfilled	17	18	9	7	0	5
Fulfilled All	23	10	11	3	5	0
Total Score	63	38	31	13	10	5
Maximum Score	80	60	40	20	10	10
Percentage	79%	63%	78%	65%	100%	50%
Score For	4	3	4	3	4	2

Table 3.8 Competency Percentage 8: Acting in Accordance with Indonesian National Religious, Legal, Social and Cultural Norms

Category	Competencies 8					
	Elementary School		Junior High		Senior High School	
	CIVIL SERV	NON CIVIL SERV	CIVIL SERV	NON CIVIL SERV	CIVIL SERV	NON CIVIL SERV
Not Fulfilled	0	0	0	0	0	0
Partially Fulfilled	3	12	3	1	0	0
Fulfilled All	37	18	17	9	5	5
Total Score	77	48	37	19	10	10
Maximum Score	80	60	40	20	10	10
Percentage	96%	80%	93%	95%	100%	100%
Score For	4	4	4	4	4	4

**4. DISCUSSION OF RESEARCH RESULTS**

The research results obtained, a discussion is made about the results of the research analysis and needs to be discussed with relevant theories or previous research results in order to make a conclusion. This discussion describes the results of research on teacher performance based on employment status.

According to the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers, namely teachers of civil servants and teachers of non-civil servants. Civil Servant Teachers, hereinafter abbreviated as civil servant, are Indonesian citizens who meet certain requirements, are appointed as teachers on a regular basis by civil servant officials to occupy government positions. Regulation of the minister of education and culture of the republic of Indonesia number 28 of 2014 explains that non-civil servant teachers are permanent teachers who are appointed by the government, local government, education units, or the community, who have received approval from the government or local government, except for permanent teachers who are appointed. by the community, and carry out their duties as a teacher for at least 2 (two) years continuously at the same base administrative unit that has an establishment permit from the government or regional government and carries out main duties as a teacher.

**5. Conclusion**

Based on the results of the research and discussion described in chapter IV and chapter V, the following conclusions can be made:

The performance of elementary school civil servant teachers is very good in each of the 14 competencies. The performance of civil servant junior high school teachers is good at competencies 1, 4, 10, 12 and 14. The performance of civil servant junior high school teachers is very good at competences 2, 3, 5, 6, 7, 8, 9, 11 and 13.

High school civil servant teacher performance is very good in each of the 14 competencies. The performance of non-civil servant elementary school teachers is good at competences 1, 2, 3, 4, 5, 6, 7, 10, 13 and 14.

The performance of non-civil servant elementary school teachers is very good at competencies 8, 9, 11 and 12. The performance of non-civil servant junior high school teachers is a good category in competencies 1, 5, 7, 9, 12, 13 and 14. Teacher performance non civil servant junior high school is very good at competencies 2, 3, 4, 6, 8, 10 and 11. The performance of non-civil servant senior high school teachers is good in all competencies, except competency 8 gets a score of 4 in the very good category.

The performance of elementary school teachers with civil servant status is 85.29% with very good criteria, the performance of junior high school teachers with civil servant status is 77.64% with very good criteria, the performance of high school teachers with civil servant status is 98.79% with very good criteria, the performance of elementary school teachers with non-civil servant status is 73.21% with good criteria, the performance of junior high school teachers with non-civil servant status was 75.50% with very good criteria, and the performance of high school teachers with non-civil servant status was 61.64% with good criteria. Based on this analysis, it can be concluded that there are differences in the performance of elementary school and senior high school teachers based on status staffing in Ngusi District, Jombang Regency. Meanwhile, there is no difference in the performance of junior high school teachers based on employment status in the Ngusi District, Jombang Regency.

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