Principal's Perception of the Performance of Teaching and Learning Teachers (Study in Beutong District, Nagan Raya Regency in 2022)

Syamsulrizal¹, Hardian², Muhammad Iqbal³, Ari Ardiansyah⁴, Eva Syahraini⁵, Hayatul Ulfa⁶, Muhammad Ronal Fahlevi⁷

¹,²,³,⁴,⁵,⁶,⁷Universitas Syiah Kuala, Jl. Teuku Nyak Arief No.441, Kec. Syiah Kuala, Kota Banda Aceh, Aceh hardian@usk.ac.id

Abstract

Penjasorkes is an educational process that utilizes physical activities that are planned sequentially to develop and improve individual physical fitness of students within the framework of the national education system. This study aims to determine the extent of the performance of Penjasorkes teachers in the teaching and learning process in Beutong District, Nagan Raya Regency in 2022. This type of research is classified as qualitative descriptive research. The population in this study was all 17 principals. Given the limited population, the entire population is used as a sample. The sampling technique with Total Sampling is that the entire population is sampled. Data collection techniques are carried out by filling out questionnaires. The results of the research obtained in this study are the performance of Penjasorkes teachers in planning, implementing, evaluating and disciplined tasks in learning in Beutong District in the good category. This can be seen in general (88.24%) of teaching teachers make learning plans to be given to students and compile curriculum content standards as a reference or guideline in learning, formulate learning objectives, make teaching materials used relevant to learning objectives. In general (100%) Penjasorkes teachers conduct post tests to students. In general (88.24%) teaching teachers carry out learning evaluations according to a predetermined schedule, explain the material again and assign additional tasks to students as improvements, carry out teaching in the form of providing learning materials and carry out regular evaluations and provide grades to students objectively. In general (88.24%) teaching teachers come to school on time, carry out all the rules set by the school and complete the tasks given by the principal on time.

Keywords: The Perception of The Principal, The Performance of The Teaching Teacher.

Abstrak

Penjasorkes adalah suatu proses pendidikan yang memanfaatkan kegiatan jasmani yang direncanakan secara berurutan untuk mengembangkan dan meningkatkan kebugaran jasmani individu peserta didik dalam kerangka sistem pendidikan nasional. Penelitian ini bertujuan untuk mengetahui sejauh mana kinerja guru Penjasorkes dalam proses belajar mengajar di Kecamatan Beutong Kabupaten Nagan Raya Tahun 2022. Jenis penelitian ini tergolong penelitian deskriptif kualitatif. Populasi dalam penelitian ini adalah seluruh kepala sekolah yang berjumlah 17 orang. Mengingat jumlah populasi yang terbatas, maka seluruh populasi dijadikan sampel. Teknik pengambilan sampel dengan Total Sampling adalah seluruh populasi dijadikan sampel. Teknik pengumpulan data dilakukan dengan mengisi kuesioner. Hasil penelitian yang diperoleh dalam penelitian ini adalah kinerja guru Penjasorkes dalam merencanakan, melaksanakan, mengevaluasi dan mendisiplinkan tugas pembelajaran di Kecamatan Beutong dalam kategori baik. Hal ini terlihat secara umum (88.24%) guru pengajar membuat rencana pembelajaran yang akan diberikan kepada siswa dan menyusun standar isi kurikulum sebagai acuan atau pedoman dalam pembelajaran, merumuskan tujuan pembelajaran, menjadikan bahan ajar yang digunakan relevan dengan tujuan pembelajaran. Secara umum (100%) guru Penjasorkes melakukan post test kepada siswa. Secara umum (88,24%) guru pengajar mengevaluasi pembelajaran sesuai jadwal yang telah ditentukan, menjelaskan kembali materi dan memberikan tugas tambahan kepada siswa sebagai perbaikan, melaksanakan pengajaran berupa pemberian materi pembelajaran dan melaksanakan evaluasi secara berkala serta memberikan nilai kepada siswa. siswa secara objektif. Secara umum (88,24%) guru pengajar datang ke sekolah tepat waktu, melaksanakan semua peraturan yang ditetapkan sekolah dan menyelesaikan tugas yang diberikan kepada sekolah tepat waktu.

Kata Kunci: Persepsi Kepala Sekolah, Kinerja Guru Mengajar

Corresponding author: Hardian
Email Address: hardian@usk.ac.id (Jl. Teuku Nyak Arief No.441, Kec. Syiah Kuala, Kota Banda Aceh, Aceh)
Received 2 January 2024, Accepted 9 January 2024, Published 17 January 2024
INTRODUCTION

Physical Education is an educational process that utilizes systematically planned physical activities aimed at developing and improving individuals organically, neuromuscularly, perceptually, cognitively, and emotionally, within the framework of the national education system. Physical Education is basically an integral part of the overall education system, aiming to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activity and sports.

In the intensification of education as a lifelong process of human development, the role of Physical Education is very important, which provides opportunities for students to be directly involved in various learning experiences through physical activities, play and sports carried out systematically. The provision of learning experiences is directed to foster, as well as form a healthy and active lifestyle throughout life.

Physical Education is a medium to encourage the development of motor skills, physical abilities, knowledge, reasoning, value appreciation (mental-emotional-spiritual-social attitudes), and habituation of a healthy lifestyle that leads to stimulating balanced growth and development. With Physical Education students will get various expressions that are closely related to pleasant personal impressions as well as various expressions that are creative, innovative, skilled, have physical fitness, healthy living habits and have knowledge and understanding of human movements.

In the Physical Education learning process, teachers are expected to teach various basic movement skills, techniques and strategies for games and sports, internalization of values (sportsmanship, honesty and cooperation) and habituation of healthy lifestyles. Its implementation is not through conventional teaching in the classroom which is a theoretical study, but involves physical, mental, intellectual, emotional and social elements. Activities given in teaching must get a didactic-methodical touch, so that the activities carried out can achieve teaching objectives.

There is no education that does not have pedagogic objectives and no education is complete without Physical Education, because movement as a physical activity is the basis for humans to know the world and themselves which naturally develops in line with the times. The teacher is a person who is responsible for the development of students by striving for all their potential in the affective, cognitive, as well as physical and psychomotor domains. Teachers are also people who are responsible for providing assistance to their students in their growth and development in order to reach the level of maturity and be able to be independent in fulfilling their duties as human beings.

Based on the results of a survey conducted by researchers on September 7 to 9, 2011 on 5 school principals in Beutong District, Nagan Raya Regency. From the results of the interview, information was obtained that the performance of Penjasorkes teachers in schools was relatively good and some principals provided information that the performance of Penjasorkes teachers had been working as long as they fulfilled their obligations and some provided information that the performance of Penjasorkes teachers had not been optimal. Thus, the author concludes from the above
understanding, that performance is a person's ability to carry out his duties thus satisfactory results, in order to achieve the goals of group organization in a work unit. Thus, teacher performance in the teaching and learning process is the ability of teachers to carry out their duties as teachers who have the expertise to educate students in the context of fostering students to achieve educational institutions.

METHOD

The research method used in this study is Descriptive research, namely: "A study that seeks to describe events and events and symptoms (phenomena) that exist in the present", this is in accordance with the opinion of Arikunto (1991: 63), said descriptive research studies problems in society and certain situations including activities, attitudes, views and processes that take place as well as the influences of certain phenomena. The research method used in this study is Descriptive research, namely: "A study that seeks to describe events and events and symptoms (phenomena) that exist in the present", this is in accordance with the opinion of Arikunto (1991: 63), said descriptive research studies problems in society and certain situations including activities, attitudes, views and processes that take place as well as the influences of certain phenomena.

The data collection techniques in this study are observation, questionnaires and interviews. The interaction was used in this study as a research data collection tool. After the data is collected through questionnaires, the next step is to analyze the data. The data analysis technique used is a qualitative data analysis technique, this is used to process data obtained from questionnaires. Data processing is done by calculating the percentage for each answer given according to the questionnaire sequence number using the formula to find the percentage. to obtain a clear image so that you can see the percentage size both as a whole and individually based on the total size.

RESULTS AND DISCUSSION

In accordance with the research question, what is the principal's perception of the performance of teaching and learning teachers in the teaching and learning process in Beutong District, Nagan Raya Regency in 2022? Then the answers to research questions include:

**The performance of the Teaching teacher in lesson planning.**

In general (88.24%) the principal stated that the teaching teachers made learning plans to be given to students and in general (88.24%) the teaching teachers prepared curriculum content standards as a reference or guideline in learning, made formulations of learning objectives, made teaching materials used relevant to learning objectives.

**The performance of the Penjasorkes teacher in the implementation of learning.**

In general (100%) the Principal stated that the Teaching Teacher submitted or conducted a post test to the students before starting the lesson and the Teaching Teacher mastered the subject matter to be taught. In general (88.24%) Penjasorkes teachers have no difficulty in using the source of the
method and there are Penjasorkes teachers conducting evaluations or assessments after the main unit of material has been studied by students. The Teaching Teacher is there to carry out learning in accordance with the program that has been made. And start and end the lesson just in time. In general (88.24%) Penjasorkes teachers can express all their teaching abilities and Penjasorkes teachers are trying to improve the abilities that Penjasorkes teachers have.

**Performance of Teaching teachers in learning evaluation**

In general (88.24%) of Penjasorkes teachers carry out learning evaluations according to a predetermined schedule and explain the material again and assign additional assignments to students as an improvement. And in general (88.24%) Penjasorkes teachers carry out teaching in the form of providing learning materials and completing assignments if the teaching program is considered achieved. As well as carrying out regular evaluations and providing grades to students objectively.

**Performance of the Teaching teacher in the discipline of duty**

In general (88.24%) Penjasorkes teachers come to school on time and Penjasorkes teachers are there to implement all the rules set by the school. Most (76.5%) principals stated that if the PE teacher is not present at school, the PE teacher is there to assign the task first. In general (88.24%) of PEJASORKES teachers complete the tasks assigned by the principal on time and there are trying to work as well as possible to improve their ability to achieve the expected level of productivity.

The performance of the Penjasorkes teacher in learning planning in Beutong District in general. The principal stated that the teaching teacher made a lesson plan to be given to students and in general the principal stated that the teaching teacher had compiled curriculum content standards as a reference or guideline in learning, made formulations of learning objectives, made the teaching materials used relevant to the learning objectives.

According to Sukardi (2000: 26) Before carrying out learning activities, a teacher is required to make a lesson plan, the function of learning planning is to facilitate teachers in carrying out the next task. So that the teaching and learning process will be really well scenario, effective and efficient. In teaching practice in schools, there are several forms of learning preparation, namely: Analysis of subject matter, annual programs / semester programs, syllabus / lesson units, lesson plans, improvement and enrichment programs.

The performance of the Penjasorkes teacher in the implementation of learning in Beutong Sub-district in general, the Principal stated that the Penjasorkes teacher submitted or conducted a post test to the students before starting the lesson and the Penjasorkes teacher mastered the subject matter to be taught. In general, Penjasorkes teachers have no difficulty in using the source method and conducting assessments after the main unit of material has been studied by students. Carry out learning in accordance with the program that has been made and start and end lessons on time. In general, Penjasorkes teachers can express all their teaching abilities and try to improve the abilities that Penjasorkes teachers have in learning.

According to Sukardi (2000: 30) after the teacher makes a lesson plan, the next task of the
The teacher is to carry out learning which is one of these activities in school. Teachers must show the best performance for their student teachers. The explanation is easy to understand, mastery of science is correct, mastering methodology, and the art of student control. A teacher must also be a good study companion for his students so that students feel happy and motivated to learn with him. The task of the teacher is to optimize the talents and interests of the abilities of the students.

The performance of Penjasorkes teachers in learning evaluation in Beutong Sub-district, in general, Penjasorkes teachers carry out learning evaluations according to a predetermined schedule and explain the material again and assign additional assignments to students as an improvement. And in general, Penjasorkes teachers carry out teaching in the form of providing learning materials and completing assignments if the teaching program is considered to be achieved. As well as carrying out regular evaluations and providing value objectively.

The teacher’s step is to evaluate learning outcomes. Everything that is planned must be evaluated in order to find out whether it has been planned in accordance with its realization and the goals to be achieved and whether students have been able to achieve the set competency standards. In addition, the teacher can also find out whether his teaching method has remained targeted. In addition, teachers also need to pay attention to the evaluation questions used. Suryo Subroto (1997: 27) said that teachers must have the ability to evaluate which includes: Carrying out tests, managing assessment results, reporting research results, implementing remedial teaching programs.

The performance of Penjasorkes teachers in task discipline in Beutong sub-district In general, Penjasorkes teachers come to school on time and Penjasorkes teachers are there to implement all the rules set by the school. Most school principals state that if the PE teacher is not present at school, the PE teacher is there to give the task first. In general, the teaching teachers complete the tasks given by the principal on time and they try to work their best to improve their ability to achieve the expected level of productivity.

According to Sukardi (2000: 30) In educational institutions have made rules that must be heeded by teachers and other education personnel. Even as a civil servant. These rules have been standardized into staffing rules. This is to be a relaxation of the teaching and learning process as well as a good image of the community who want to take advantage of the services of the institution.

CONCLUSION

Based on the results of research and analysis, it can be concluded that the performance of Penjasorkes teachers in learning planning in Beutong District is in the good category. This can be seen in general (88.24%) The principal stated that the teaching teacher made a lesson plan to be given to students and compiled curriculum content standards as a reference or guideline in learning, made formulations of learning objectives, made teaching materials used relevant to learning objectives. The performance of the Teaching teacher in the implementation of learning in this good category can be seen in general (100%) The Principal stated that the Teaching teacher submitted or conducted a post
test to the students. In general (88.24%) Penjasorkes teachers have no difficulty in using the source method, conducting evaluations after the main units of material have been studied by students, carrying out learning in accordance with the program that has been made and starting and ending lessons on time. The performance of Penjasorkes teachers in evaluating learning in this good category can be seen in general (88.24%) there are teaching teachers carrying out learning evaluations according to a predetermined schedule, explaining the material again and assigning additional tasks to students as improvements, carrying out teaching in the form of providing learning material and carrying out regular evaluations and providing grades to students objectively. The performance of the teaching teacher in the discipline of duty in this good category can be seen in general (88.24%) of the teaching teacher comes to school on time, implements all the rules set by the school and completes the tasks given by the principal on time and there is trying to work as well as possible to improve the ability to achieve the expected level of productivity.

REFERENCE


