

Comparison of the Performance of Sports and Health Physical Education Teachers between PNS and Non PNS Teachers in Kapanewon Godean Sleman



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ABSTRACT: This study aims to analyze the comparison of Physical Education, Sport and Health (PESH) teacher performance between civil servant and non-civil servant teachers in Kapanewon Godean Sleman. The research method used is quantitative research with a comparative descriptive approach. The research sample consisted of 35 PESH teachers, including 10 civil servant teachers and 25 non-civil servant teachers selected by purposive sampling technique. Data were collected through questionnaires adapted from previous research instruments. Data analysis was performed using descriptive and inferential statistical techniques. The study shows that there is no significant difference in the performance of Elementary School Physical Education, Sport, and Health (PJOK) teachers who are PNS and non-PNS in six aspects, namely lesson planning ($p = 0.369$), lesson implementation ($p = 0.185$), assessment of learning outcomes ($p = 0.740$), coaching and guidance ($p = 0.804$), additional tasks ($p = 0.402$), and professional development ($p = 0.492$). The p -values for each comparison are greater than the significance value of 0.05. It is concluded that there is no significant difference in the performance of PNS and non-PNS Elementary School PJOK teachers in the six observed aspects, namely lesson planning, lesson implementation, assessment of student learning outcomes, coaching and guidance of students, implementation of additional tasks, and professional development. The implication of this study is the importance of providing support and training to improve the quality of learning and performance of Elementary School PJOK teachers, both PNS and non-PNS.

KEYWORDS: PESH teachers, civil servants, non-civil servants, performance, elementary school

INTRODUCTION

The low quality of education in Indonesia is one of the main concerns of the government. One of the factors that influence the quality of education is the quality of teachers. The way teachers teach can be influenced by their perspective on learning materials. Teachers who feel comfortable with the topic, they will be more motivated to provide effective and interesting teaching for students (Margot & Kettler, 2019: 1-16). Using effective non-verbal communication skills can have a positive impact on students' moods and their academic achievement (Bambaeroo & Shokrpour, 2017: 51). Qualified teachers can have a positive influence on the learning process and student learning outcomes. Therefore, improving the quality of teachers needs to be a priority in efforts to improve the quality of education in Indonesia.

Teacher certification is carried out in Indonesia to improve the quality of education in Indonesia. Through certification, teachers are expected to have adequate competence and qualifications in teaching so that they are able to provide effective and quality learning to students. Thus, teacher certification is expected to improve student learning outcomes and the overall quality of education in Indonesia. Although various studies have been conducted, strong evidence has not been found to show that teacher certification significantly improves student learning outcomes and teacher performance (Kusumawardhani, 2017: 590-618), in contrast to the results of research conducted by Chu et al., (2015: 14-24) demonstrated that having a teacher who received the highest rating from the local administrator had a positive impact on student achievement. This means that teachers who are rated as very good by local administrators can help students achieve better learning outcomes. The results of both studies suggest that there is still debate about the effectiveness of teacher certification as a means of improving student learning outcomes and teacher performance, and that other factors such as teacher quality and assessment also play an important role in achieving better student learning outcomes.

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A survey conducted in Arizona involving teachers who worked for three years found that good working conditions were very important for maintaining teacher performance at schools, which would ultimately improve the quality of education for students at these schools. This research provides important information for making better education policies to retain teachers and improve the quality of education throughout the country (Geiger & Pivovarova, 2018: 604-625). Working conditions include factors such as salary, workload, quality of teacher preparation programs, work environment, support from principals and staff, and opportunities for professional development (Toropova et al., 2021: 71-79)

One of the discussions that often arise in the world of education in Indonesia is inequality in teacher employment status, which may have an impact on teacher performance in carrying out their duties and responsibilities. There are several types of teacher employment status such as Civil Servants (PNS), Government Employees with Employment Agreements (PPPK), Honorary, Contract, and K2 which have differences in rights and obligations, including in terms of performance appraisal. Nonetheless, all types of teachers are responsible for developing curricula and learning in accordance with national education standards (Nuridin, 2021: 10-19).

Basic Education Data (Dapodik) is special data for physical education teachers which calculates that there is a need for one million teachers in public schools, but only 60% of that number is filled by PNS teachers. This resulted in less than optimal educational services. To overcome this, in 2021 the Ministry of Education and Culture will conduct a selection for PPPK procurement for Teacher Functional Positions. Even though more than half of teachers in Indonesia are civil servants, namely 1,520,354 people or 52%, there are still 48% of teachers who are not civil servants, so their welfare needs to be considered. A total of 704,503 people are honorary school teachers, equivalent to 24% of the total teachers in Indonesia, and 401,182 people are permanent foundation teachers. The results of the study stated that to ensure high quality teachers in Indonesia, mentoring, training programs for new teachers, or teacher orientation programs, and improving the quality of teacher training institutions (Suryani, 2021: 70-88).

The data above shows a general picture that there is inequality in the employment status of teachers in Indonesia and also the need for improving the quality of teachers to ensure optimal education services. From this general description, specifically and specifically this research will be focused on Physical Education, Sports and Health Teachers (PJOK) at the Elementary School (SD) level as subjects and by assuming the same problems. as a subject.

It is hoped that this research can provide useful information for the government in determining better education policies to improve the quality of education in Indonesia, particularly in terms of improving the quality of PJOK teachers. In addition, the results of this study can also provide useful information for teachers in improving their performance in carrying out their duties and responsibilities.

The focus of the main components assessed in the teacher performance assessment refers to the Teacher Performance Assessment of Permen PAN No. 16/2009 Chapter VII Article 13 Concerning Teachers' Functional Positions and Their Credit Points The teachers who will be focused on in this study are PJOK SD teachers in Kapanewon Godean, Sleman, Yogyakarta. This research is focused on answering questions (1) are there differences in the performance of PJOK SD PNS teachers and non-PNS teachers in the aspect of lesson planning? (2) is there a difference in the performance of PJOK SD PNS teachers and non-PNS teachers in the implementation aspect of learning? (3) is there a difference in the performance of PJOK SD PNS teachers and non-PNS teachers in the aspect of assessing student learning outcomes? (4) is there any performance between PJOK SD PNS and Non-PNS teachers in the aspects of training and guiding students? (5) is there any performance between PJOK SD PNS and Non-PNS teachers in the aspect of carrying out additional assignments? (6) is there any performance between PJOK SD PNS teachers and non-PNS in the aspect of developing professional activities?

METHOD

This type of research used is quantitative research. Quantitative research in this study was conducted by collecting data referring to the teacher performance assessment instrument Permen PAN No. 16/2009 Chapter VII Article 13 Concerning Teacher Functional Positions and Teacher Credit Scores. In this study, the data to be collected is teacher performance data based on civil servant and non-PNS employment status.

This research was conducted from January to March 2023 at Kapanewon Godean, Sleman, and Special Region of Yogyakarta.

The population in this study were all Elementary School (SD) Physical Education, Sports and Health (PJOK) teachers in the Kapanewon Godean area. Kapanewon Godean consists of 16 sub-districts namely, Berjo, Kwagon, Jering, Sangonan, Tebon, Krajan, Senuko, Sembuh, Ganchan, Rewulu, Wirokraman, Klajuran, Karanglo, Ngrenak, Candran, Krapyak and Dam. According to Dapodik data there are 31 SD, if on average then there are 2 SD in each Kapanewon Godean area. According to Dapodik data in Kapanewon Godean there are a total of 304 teachers with various subject tutors and there are 35 PJOK teachers.

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The determination of the sample was carried out randomly from a group of Physical Education teachers from the population. The method of determining the sample to be used is purposive sampling method, namely the sample is selected based on certain criteria. Before taking samples, basic data will be collected regarding each teacher such as name, age, years of service, education, and employment status. This data will be the basis for grouping samples based on employment status, namely PNS, PPPK, Honorary, Contract, and K2. The sample in this study has criteria (inclusion and exclusion) that must be met. Based on the criteria described above, a total of 35 research samples were obtained.

The research instrument that can be used in this study is a questionnaire. After the questionnaire is created, the next step is to test the validity and reliability of the questionnaire to ensure that the questionnaire can be relied upon to collect accurate and consistent data.

The data collection technique that will be used in this study is a survey through closed questionnaires distributed to respondents who have been selected as research samples. Data analysis that will be carried out in this study is to describe the characteristics of the data, normality test, homogeneity test and t test (Parametric or Non-Parametric).

RESULT AND DISCUSSION

RESULTS AND DISCUSSION(LONG WEIGHT 60%)

Results

The data provided shows information about the sample size of 35 SD PJOK teachers, consisting of 24 male PJOK SD teachers and 11 female PJOK SD teachers. The percentage for each sex shows the proportion of the number of individuals who are respondents in this study.

Table 1. Gender

Gender	frequency	percent
Man	24	68,6
Woman	11	31,4
Total	35	100.0

From these data, it can be concluded that the number of respondents to the number of SD PJOK teachers was male more than female. The percentage for male respondents was 68.6%, while for female respondents it was 31.4%. This shows that in this study there was more participation from male respondents.

The data provided shows information about the educational level of the total sample of 35 PJOK SD teachers, with details of Diploma, Bachelor and Master education levels as follows:

Table 2. Educational level

Level	frequency	percent
D2	6	17,1
D3	1	2,9
S1	27	77,1
S2	1	2,9
Total	35	100.0

From these data, it can be seen that the majority of respondents in this study had Diploma 2 and Diploma 3 educational levels, respectively 6 (17.1%) people and 1 (2.9%) people, undergraduates, namely 27 people (77.1%), meanwhile, only 1 (2.9%) of the respondents had a Masters level of education.

The data provided shows information about the total sample of 35 PJOK SD teachers, with details of employment status as follows: 10 PNS teachers and 25 Non PNS teachers.

Table 3. Employment status

Employment status	frequency	percent
civil servant	10	28,6

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Non civil servants	25	71.4
Total	35	100.0

From these data, it can be seen that the majority of respondents in this study were PJOK SD teachers with PNS status, namely 10 people or 28.6%, while the number of respondents to PJOK SD teachers who were non-PNS were 25 people or 71.4%.

The normality test was carried out using the Shapiro-Wilk method ($p > 0.05$). If the data is normally distributed, a follow-up test will be carried out, namely the homogeneity test. If the data is not normally distributed, data testing will be carried out using the non-parametric test (Mann-Whitney).

Table 4. Normality test

SD PJKO Performance	Teacher Employment status	Shapiro-Wilk			Information
		Statistics	df	Sig.	
Learning Planning	civil servant	,868	10	,094	Normal
	Non civil servants	,786	25	,000	Abnormal
Implementation Learning	ofcivil servant	,889	10	,167	Normal
	Non civil servants	,819	25	,000	Abnormal
Assessment of Learning Outcomes	civil servant	,921	10	,369	Normal
	Non civil servants	,980	25	,883	Normal
Train and Mentor	civil servant	,781	10	,008	Abnormal
	Non civil servants	,917	25	.044	Abnormal
Additional Tasks	civil servant	,846	10	.051	Normal
	Non civil servants	,867	25	,004	Abnormal
Floating Activities	Professionalcivil servant	,930	10	,451	Normal
	Non civil servants	,901	25	,020	Abnormal

It is known that the results of the normality test in the PJOK SD PNS and Non-PNS teacher groups on each teacher performance variable (learning planning, learning implementation, learning achievement assessment, training and guiding, additional assignments and developing professional activities) have normally distributed data and non-distributed data normal. So it was concluded that the next test was carried out through a non-parametric test (Mann-Whitney test).

Based on research data, teacher performance can be assessed starting from the learning planning process such as allocating time using the educational calendar, compiling annual programs, semester programs, compiling/improving syllabus, developing lesson plans, setting KKM, using the teacher's daily agenda, having face-to-face schedules, having and managing student attendance books and grade books. The results of the data can be known as in the following table:

Table 5. Average PJOK Elementary School PNS and Non PNS teacher learning plans

Performance	Employment status	N	MeanRanking	Sum of Ranks
Learning Planning	civil servant	10	15.60	156.00
	Non civil servants	25	18.96	474.00
	Total	35		

Based on the research data in Table 5, it can be seen that out of a total of 35 PJOK SD teachers with PNS status, 10 are known to have an average of 15.60 lesson plans, while 25 PJOK SD teachers with Non PNS status are known to have an average of 15.60 lesson plans. 18.96. Then a comparative test was carried out between groups of PJOK SD teachers with civil servant and non-PNS status as follows:

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Table 6. The Mann-Whitney Test of Learning Planning

Statistic test	Learning Planning
Mann-Whitney U	101,000
Wilcoxon W	156,000
Z	-,897
asymp. Sig. (2-tailed)	,369
Exact Sig. [2*(1-tailed Sig.)]	,397

The table above shows a U value of 101 and a W value of 516. When converted to a Z value, the value is -.897. The Sig or p hammer value is 0.369 > 0.05. If the p value > critical limit is 0.05, then there is no significant difference between the two groups or which means there is no difference in the performance of PJOK SD teachers with civil servant and non-PNS status in Kapanewon Godean Sleman Yogyakarta in carrying out lesson plans.

Based on research data, teacher performance can be assessed from the process of implementing learning such as conditioning the class (preliminary activities), facilitating students to explore information (core activities), developing experiences elaborating information (core activities), developing learning experiences to confirm information (core activities), carrying out assessments process, assessing students' knowledge, character and skills (core activities), carrying out activities with reflection (closing), can be identified as in the following table:

Table 7. The average implementation of PJOK SD PNS and Non PNS teacher learning

Performance	Employment status	N	MeanRanking	Sum of Ranks
	civil servant	10	14.50	145.00
Implementation of Learning	Non civil servants	25	19.40	485.00
	Total	35		

Based on the research data in table 7, it can be seen that out of a total of 35 PJOK SD teachers with PNS status, 10 were known to carry out an average of 14.50 learning activities, while 25 PJOK SD teachers with Non PNS status were known to carry out an average of 14.50 learning sessions. 19.40. Then a comparative test was carried out between groups of PJOK SD teachers with civil servant and non-PNS status as follows:

Table 8. Mann-Whitney test implementation of learning

Statistic test	Implementation of Learning
Mann-Whitney U	90,000
Wilcoxon W	145,000
Z	-1.325
asymp. Sig. (2-tailed)	,185
Exact Sig. [2*(1-tailed Sig.)]	,212

The table above shows a U value of 90 and a W value of 145. When converted to a Z value, the value is -1.325. The Sig or p hammer value is 0.185 > 0.05. If the p value > critical limit is 0.05, then there is no significant difference between the two groups or which means there is no difference in the performance of PJOK SD teachers with civil servant and non-PNS status in Kapanewon Godean Sleman Yogyakarta in carrying out learning

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Based on research data, teacher performance can be assessed in assessing learning outcomes such as compiling question/test grids, carrying out tests in the form of daily tests, assessing noble character and student skills, using question cards, using variations and test forms, conducting test analysis daily, doing remedial and enrichment and analyzing the items can be seen in the following table:

Table 9. The average assessment of teacher learning outcomesPJOK SD PNS and Non PNS

Performance	Employment status	N	MeanRanking	Sum of Ranks
Assessment of Learning Outcomes	civil servant	10	18.90	189.00
	Non civil servants	25	17,64	441.00
	Total	35		

Based on the research data in table 9, it can be seen that out of a total of 35 PJOK SD teachers with PNS status, 10 are known to have an average of 18.90 assessments of learning outcomes, while 25 PJOK SD teachers with Non PNS status are known to have an average assessment of results. learn as much as 17.64. Then a comparative test was carried out between groups of PJOK SD teachers with civil servant and non-PNS status as follows:

Table 10. Mann-Whitney test of learning outcomes assessment

Statistic test	Assessment of Learning Outcomes
Mann-Whitney U	116,000
Wilcoxon W	441,000
Z	-,332
asympt. Sig. (2-tailed)	,740
Exact Sig. [2*(1-tailed Sig.)]	,760

The table above shows a U value of 116 and a W value of 441. When converted to a Z value, the value is -0.331. The Sig or p hammer value is 0.740 > 0.05. If the p-value > critical limit is 0.05, then there is no significant difference between the two groups or which means there is no difference in the performance of PJOK SD teachers with civil servant and non-PNS status in Kapanewon Godean Sleman Yogyakarta in assessing learning outcomes.

Based on research data, teacher performance can be assessed in training and guiding students such as guiding novice teachers in induction programs, guiding students to achieve achievement targets in extracurricular activities and providing guidance in students' scientific work can be seen as in the following table:

Table 11. On average trains and guides PJOK SD PNS and Non PNS teachers

Performance	Employment status	N	MeanRanking	Sum of Ranks
Train and Mentor	civil servant	10	18.65	186.50
	Non civil servants	25	17,74	443.50
	Total	35		

Based on the research data in table 11, it can be seen that out of a total of 35 PJOK SD teachers with PNS status, 10 were known to train and guide an average of 18.65, while 25 PJOK SD teachers with Non PNS status were known to train and supervise on

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average. guiding as much as 17.74. Then a comparative test was carried out between groups of PJOK SD teachers with civil servant and non-PNS status as follows:

Table 12. The Mann-Whitney test trains and mentors

Statistic test	Train and Mentor
Mann-Whitney U	118,500
Wilcoxon W	443,500
Z	-,248
asympt. Sig. (2-tailed)	,804
Exact Sig. [2*(1-tailed Sig.)]	,815

The table above shows a U value of 118.5 and a W value of 443.5. When converted to a Z value, the magnitude is -0.248. The Sig or p hammer value is 0.804 > 0.05. If the p value > the critical limit is 0.05, then there is no significant difference between the two groups or which means there is no difference in the performance of PJOK SD teachers with civil servant and non-PNS status in Kapanewon Godean Sleman Yogyakarta in training and mentoring.

Based on research data, teacher performance can be assessed in carrying out additional tasks such as being a deputy principal, homeroom teacher, extracurricular/student coach, carrying out picket assignments, being the head of the laboratory and being the UN/US supervisor, as can be seen in the following table:

Table 13. Average additional assignments for PJOK Elementary School PNS and Non PNS teachers

Performance	Employment status	N	MeanRanking	Sum of Ranks
Developing Activities	civil servant	10	15.75	157.50
	Non civil servants	25	18.90	472.50
	Total	35		

Based on the research data in table 13, it can be seen that out of a total of 35 PJOK SD teachers with PNS status, 10 were known to do an average of 15.75 additional assignments, while 25 PJOK SD teachers with Non PNS status were known to do an average of 15.75 additional assignments. 18.90. Then a comparative test was carried out between groups of PJOK SD teachers with civil servant and non-PNS status as follows:

Table 14. Additional task Mann-Whitney test

Statistic test	Additional Tasks
Mann-Whitney U	102,500
Wilcoxon W	157,500
Z	-,839
asympt. Sig. (2-tailed)	,402
Exact Sig. [2*(1-tailed Sig.)]	,418

The table above shows a U value of 102.5 and a W value of 157.5. When converted to a Z value, the magnitude is -0.839. The Sig or p hammer value is 0.402 > 0.05. If the p value > critical limit is 0.05, then there is no significant difference between the two groups or which means there is no difference in the performance of PJOK SD teachers with PNS and non-PNS status in Kapanewon Godean Sleman Yogyakarta in carrying out additional assignments.

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Based on research data, teacher performance can be assessed in developing professional activities such as conducting classroom action research (PTK), attending education/seminars, using information and communication technology, improving mastery of foreign languages, carrying out scientific publications and creating innovative works, as can be seen in the following table This:

Table 15. On average developing teacher professional activitiesPJOK SD PNS and Non PNS

Performance	Employment status	N	MeanRanking	Sum of Ranks
	civil servant	10	16,15	161.50
Floating Professional Activities	Non civil servants	25	18.74	468.50
	Total	35		

Based on the research data in table 15, it can be seen that out of a total of 35 PJOK SD teachers with PNS status, 10 are known to have an average of 16.15 professional development activities, while 25 PJOK SD teachers with Non PNS status are known to have an average of developing activities. profession as much as 18.74. Then a comparative test was carried out between groups of PJOK SD teachers with civil servant and non-PNS status as follows:

Table 16. The Mann-Whitney test develops professional activity

Statistic test	Developing Professional Activities
Mann-Whitney U	106,500
Wilcoxon W	161,500
Z	-.687
asympt. Sig. (2-tailed)	,492
Exact Sig. [2*(1-tailed Sig.)]	,506

The table above shows a U value of 106.5 and a W value of 161.5. When converted to a Z value, the magnitude is -0.687. The Sig or p hammer value is 0.492 > 0.05. If the p value > the critical limit is 0.05, then there is no significant difference between the two groups or which means there is no difference in the performance of PJOK SD teachers with civil servant and non-PNS status in Kapanewon Godean Sleman Yogyakarta in developing professional activities

DISCUSSION

Studies conducted byFujii (2019: 681-704), it was stated that although employment status can affect teacher performance, it is not the only determining factor. There are other factors such as teaching experience(Papay & Kraft, 2015: 105-119), knowledge and skills, ability to adapt to curriculum changes, as well as the support and facilities available in schools which also affect teacher performance in planning lessons.

Studies conducted byMupa & Chinooneka (2015: 125-132)shows that there are several factors that cause student failure in grade seven in Zimbabwe, such as a lack of variety of teaching methods, inadequate preparation of learning media, limited learning resources, non-conducive learning environment, low teacher enthusiasm, lack of parental support, and lack of resources such as textbooks. This shows that there are many other factors that affect the effectiveness of teaching and learning in schools, besides the teacher's employment status.

There needs to be attention and efforts to improve the performance of all PJOK SD teachers, both those with PNS and non-PNS status. Efforts to improve performance can be carried out in various ways, including:

PJOK SD teachers need to receive training and skills development relevant to lesson planning, such as making lesson plans, selecting appropriate learning methods, and assessing learning outcomes. The results of research conducted byDerri et al., (2014: 778-783), it can be concluded that training in the skills of preparing lesson plans can improve the ability of prospective teachers

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to design more effective lesson plans. Especially in terms of setting appropriate instructional goals and objectives and planning student instruction and evaluation based on understanding of content, student needs, curriculum standards, and society.

Lesson planning for Physical Education can be prepared more effectively and innovatively by teachers, by selecting intermittent, alternate, irregular, and reinforced teaching models (Viciano & Mayorga-Vega, 2016: 142-152). Training in writing, using, and evaluating lesson plans in England found that there are various methods in making lesson plans, so it is important for every teacher to find a method that is suitable for himself and students in order to achieve meaningful learning outcomes (Capel et al., 2018: 964-982).

Studies show that increasing teacher competence in the era of the industrial revolution 4.0 can be done in several ways, such as improving the teacher recruitment system, implementing a bottom-up pattern of increasing teacher competence, optimizing training and development programs, and supporting e-literacy (Indira et al., 2020: 350-352).

The research findings show that teacher certification is not enough to guarantee teacher professionalism or competence. This is indicated by a lack of understanding of certification regulations, innovation, the relationship between concepts and contexts, and personal characteristics. The results of the research show that monitoring and evaluation, socialization and mentoring, education and training, and feedback are very important in improving teacher competence (Rusilowati & Wahyudi, 2020: 446-451).

Supervision is the process of supervising, controlling, and evaluating performance or activities. Implementation of academic supervision can be done through three stages, namely planning, implementation and evaluation (Setyaningsih & Suchyadi, 2021: 33). Good and quality supervision can help SD PJOK teachers improve their performance in lesson planning. Supervision from various quality sources can be more effective in improving classroom management skills in a professional manner (Weber et al., 2018: 39-49).

The results of the study explain that the principal's academic supervision has a significant effect on work motivation and teacher performance, while work motivation also has a significant effect on teacher performance (Prasetyono et al., 2018: 188-197). Student achievement can be influenced by high or low principal leadership and teacher competency (Wahyuddin, 2017: 215-226). Adequate support and facilities at schools, such as reference books, teaching aids, and learning media, can assist SD PJOK teachers in preparing and implementing effective and quality learning. Physical education facilities and infrastructure are available and used effectively to support educational activities in schools, taking into account needs analysis and activity priority scales, teachers can plan physical learning according to the needs of students and schools (Dewi et al., 2021: 291-297). To improve student achievement and school performance, one of the supporting factors is adequate infrastructure (Noer, 2019: 187-191).

Based on the results of this comparison, it can be concluded that PJOK SD teachers with PNS and non-PNS status have no differences in carrying out learning. Although there are differences in the proportions between the two groups of staff status in the low and high categories in the implementation of learning, this does not directly indicate that employment status is the only factor that influences the performance of PJOK SD teachers in the implementation of learning. There are several other factors that can also affect teacher performance, such as educational background, teaching experience, motivation, interest, and technical skills in teaching.

Educational background, for example, can influence the knowledge, abilities and skills possessed by an SD PJOK teacher in carrying out learning. Teachers who have a better educational background, such as having a physical education degree or teacher certification, tend to have better knowledge and technical skills in implementing learning. It is important for teachers and prospective teachers to have general competence in creating an efficient and effective educational process (Zhumash et al., 2021: 261-271). Good teacher competence must focus on three main elements, namely academic, professional, and personal (Alqiawi & Ezzeldin, 2015: 65-73).

Teaching experience can also influence the performance of an SD PJOK teacher. Teachers who have more teaching experience tend to have the ability to understand student characteristics and choose learning methods that are more effective and in accordance with student needs. Practical teaching experience has an impact on their pedagogical preferences, teaching competence, and motivation (Ismail & Jarrah, 2019: 493-510). Holistic and comprehensive strategies are needed to improve teacher skills, not just focus on increasing test scores (Blazar & Kraft, 2016: 146-170).

Motivation, interest, and technical skills in teaching can also influence the performance of a PJOK SD teacher in implementing learning. Educational content presented by the teacher can influence student learning outcomes through activating students' cognitive abilities. Meanwhile, teacher motivation can affect students' interest in learning through the enthusiasm in teaching that is felt by students (Keller et al., 2017: 586-614).

Teachers who have high motivation and interest in teaching, and have technical skills in teaching, tend to have better performance in carrying out learning. Pedagogic competence is an important factor because it relates to the teacher's ability to provide effective

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and interesting teaching through the use of various media. Teachers must continue to develop their pedagogical competencies by utilizing several development models, such as supervised field practice, community-based teachers, mentoring, job-embedded, and online learning(Hartini et al., 2018: 211-215)

Thus, employment status cannot be the only factor that influences the performance of a PJOK SD teacher in carrying out learning. However, the difference in the proportions between the two groups of employment status in the low and high categories in the implementation of learning still indicates that employment status can have a significant impact on the performance of a PJOK SD teacher in implementing learning. Therefore, efforts need to be made to improve the performance of SD PJOK teachers, especially for teachers who fall into the low category, both with PNS and non-PNS status, taking into account other factors that can affect a teacher's performance.

Based on the results of this comparison, it can be concluded that there is no difference in PJOK SD teachers with PNS and non-PNS status in assessing learning outcomes. Assessment of learning outcomes is an important aspect of the learning process carried out by SD PJOK teachers and is part of a teacher's performance.

One of the teacher's performance is evaluating and providing program feedback in learning(Sumarsono et al., 2019: 259-263). Evaluations conducted by teachers are used to strengthen the quality of teaching(Hallinger et al., 2014: 5-28). If someone gives a comment that contains specific solutions or general suggestions, it will most likely have an impact on improving or revising the learning material. Conversely, if the comments contain explanations, then this tends to have an impact on the implementation or application of learning materials in the classroom. These results can help in understanding the types of comments given by students or students, and can help teachers or instructors in determining appropriate actions to improve the quality of learning(Wu & Schunn, 2021: 365-394)

The results of the research that has been done show that PJOK SD teachers with PNS status tend to have lower learning outcomes compared to PJOK SD teachers with non-PNS status. There are many factors that can cause teacher evaluations to be in the low category, such as lack of knowledge and skills in evaluating learning outcomes, limited opportunities to participate in training or self-development related to evaluating learning outcomes, and other factors that also influence. To measure the effectiveness of teaching, the teacher must understand the purpose well. In addition, teachers must have the knowledge and skills in evaluating student learning outcomes(Chan et al., 2014: 275-289).

The results of research conducted byHammonds et al., (2017: 26-33)that Student Evaluation of Teaching (SET) is a tool commonly used in North America and England to improve and document teaching quality by inviting students to become active participants in improving teaching quality. Evaluation of the implementation of learning programs is important, this is important because it is a process of assessing the extent of a program(Naylor et al., 2015: 95-115)

It is necessary to carry out training and self-development for PJOK SD teachers with PNS status in relation to the implementation of the assessment of learning outcomes. In addition, PJOK SD teachers with non-PNS status who have good performance in assessing learning outcomes also need to be given appreciation and support to continue to improve their performance in this, so as to provide better learning outcomes for students.

Based on the results of this comparison, it can be concluded that there is no difference between PJOK SD teachers with PNS and non-PNS status in conducting training and mentoring. Training and guiding students is one of the important tasks a teacher must perform. Student-centered teaching can bring success in improving student learning(Shah, 2019:1-13). Students have motivation and confidence in their potential after participating in a coaching program conducted by the teacher(Madden et al., 2020: 297-312)

Teachers in training and guiding must have adequate skills in designing, implementing, and evaluating training and coaching programs for students. The training and experience possessed by a PJOK teacher can influence the quality of their performance in guiding and training students. Training conducted on teachers can be a promising alternative to models of coaching or professional training(Kraft et al., 2018: 547-588)

PJOK teachers with PNS status have more experience and training than non-PNS PJOK teachers, because government policies provide incentives and opportunities for PNS teachers to attend training and professional development. PNS teachers are also tied to the formal education system which encourages them to meet certain requirements in terms of training and professional development.

A survey conducted in Arizona involving teachers who worked for three years found that good working conditions were very important for maintaining teacher performance at schools, which would ultimately improve the quality of education for students at these schools. This research provides important information for making better education policies to retain teachers and improve the quality of education throughout the country(Geiger & Pivovarova, 2018: 604-625). Working conditions include factors such as

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salary, workload, quality of teacher preparation programs, work environment, support from principals and staff, and opportunities for professional development(Toropova et al., 2021: 71-97)

In order to improve the performance of PJOK teachers in training and mentoring students, it is necessary to provide equal support and opportunities in terms of training and professional development for all teachers, both those with PNS and non-PNS status. In addition, PJOK teachers also need to be encouraged to have strong motivation and commitment to their duties as teachers, and to be supported with adequate resources to be able to carry out their duties effectively.

Based on the results of this comparison, it can be concluded that there is no difference between PJOK SD teachers with PNS and non-PNS status in carrying out additional assignments. Research data shows that teacher performance can be assessed based on their ability to carry out additional tasks outside of their main duties as teachers. Some additional tasks that can be used as a reference in assessing teacher performance include being a vice principal, homeroom teacher, extracurricular coach or student council, carrying out picket assignments, being the head of the laboratory, and being the UN/US supervisor. This shows that teachers who are able to carry out these additional tasks properly can be considered to have good performance and are more productive in contributing to the school.

This interview study discusses the challenges faced by supervising teachers in basic education when they have to combine the roles of teacher and mentor as well. In a case study involving seven supervising teachers, it was found that they faced two main challenges, namely transferring responsibility to student teachers and intervening in class procedures. Supervising teachers feel that being a student teacher is their main task, while being a student teacher advisor is considered a side and additional task(Jaspers et al., 2014: 106-116)

From the results of the evaluation, it is necessary to take appropriate actions and in accordance with the needs of SD PJOK teachers. If the additional tasks performed are proven to interfere with the teacher's performance in carrying out the main task, it is necessary to review the implementation of these additional tasks. Meanwhile, if these additional assignments are proven to help teachers in improving their performance, it is necessary to provide appropriate support and assistance for teachers in carrying out these additional assignments.

Based on the results of this comparison, it can be concluded that there is no difference in PJOK SD teachers with PNS and non-PNS status in developing professional activities. The development of professional activities is an important factor in improving the quality of learning. The results of the study explain that efforts need to be made to increase teachers' understanding of how evaluation policies can impact teaching practice, especially for teachers who have limited career protection, such as novice teachers who do not have a stable working period, so that they can improve teaching quality and achieve better results in the evaluation process(Frasier, 2023: 21). Teachers reported that they acquired additional knowledge and skills for teaching based on the completion of the performance assessment, and felt well supported by their program in teaching and learning and completing the assessment process(Darling-Hammond et al., 2013:179-204)

Understanding of professional development can be carried out through various activities such as seminars, workshops, conferences, classes and exhibitions, which are designed to help teachers improve the quality of their work from the initial stage to retirement. It is important to pay attention to teachers to ensure their professional growth and development and improve the quality of teaching(Osamwonyi, 2016: 83-87). Training must be well planned, implemented continuously, and supported by adequate resources and incentives(Nzarirwehi & Atuhumuze, 2019: 19-36). The right incentives for teachers can also increase their motivation and performance, and the right pedagogy can help students learn more effectively and reach their optimal learning potential.(Duflo et al., 2015)

The results of this study conclude that there is a significant influence of certified teachers and principal leadership both partially and simultaneously on teacher performance(Hartiwi et al., 2020). Teacher incentive policies by providing financial bonuses to certified teachers in schools can increase the stability of the teaching staff and the continuity of teaching teachers in schools(Cowan & Goldhaber, 2018: 70-88)

The results of research conducted byPedaste et al., (2019: 389-399)standards for teacher professional competence in Estonia developed in 2005 to support beginner teacher education, teacher competency evaluation, and continuing professional learning. However, these standards have not been fully integrated with teacher career planning and professional development in schools and have not had a significant effect on the status of teachers in society. These standards can be effective instruments to support teacher professional learning when integrated with a broader assessment and evaluation framework and aligned with the standards.

In Indonesia, teacher performance appraisal is also an important part of the national education system. Teacher competency standards in Indonesia are set by the Ministry of Education and Culture and are used as the basis for assessing teacher

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performance. Evaluation of teacher performance in Indonesia also involves several parties, such as school principals, colleagues, and school supervisors.

However, as was the case in Estonia, the use of teacher professional standards and teacher performance assessments in Indonesia has not necessarily achieved the desired level of use and influence in improving the quality of education and teacher professional development. Therefore, it is necessary to continuously evaluate and improve teacher performance appraisal systems and the use of professional standards to ensure that they can actually be used to improve the quality of education and learning in Indonesia.

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