

Survey on the Availability of Facilities and Infrastructure and Active Participation of Physical Education, Sports and Health Teachers in Teacher Deliberation (MGMP) on Their Performance and Professional Competence at Junior High Schools in Sorong City



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ABSTRACT: This study aims to obtain an overview of the availability of facilities and infrastructure and the active participation of Physical Education, Sports, and Health teachers in Teacher Deliberation (MGMP) on their performance and competence at Junior High Schools in Sorong City. This qualitative descriptive research is quantified. The population of this research was 30 Physical Education, Sports and Health teachers at Junior High Schools teachers in Sorong City. The sample in this study was 30 people who were chosen through total sampling technique. The instrument used was a closed questionnaire distributed through Google form. The results of the research and discussion can be concluded as follows: (1) The classification of facilities and infrastructure with the highest frequency of 18 with the highest relative value of 59.5% shows that the facilities and infrastructure of junior high schools in Sorong City is included in the low category. (2) The classification of active participation of Physical Education, Sports and Health teachers in teacher deliberation (MGMP) by looking at the highest relative frequency of 8 and the highest relative value of 26.67% shows a high category. (3) The classification of the performance of Physical Education, Sports, and Health teachers by looking at the highest relative value of 17 and the frequency of the frequency value of 56.67% shows a very high category. (4) the classification of the professional competence of Physical Education, Sports, and Health teachers based on the highest frequency of 11 and the highest relative value of 36.67% shows a high category. Based on these results, it can be concluded that facilities and infrastructure and Physical Education, Sports, and Health teacher deliberation influence each other on performance and professional competence of Physical Education, Sports, and Health teachers at Junior High Schools in Sorong City with a contribution amount of 55.1%, or it is categorized as low.

KEYWORDS: Availability of Facilities and Infrastructure, Teacher Deliberation (MGMP), Performance, Professional Competence of Teachers

INTRODUCTION

The educational process is related to school facilities and infrastructure. The implementation of the education process must be able to meet the components of facilities and infrastructure needed during the learning process. Therefore, the fulfillment of facilities and infrastructure is critical because if it cannot be fulfilled, it will interfere or even fail the educational process. Mulyani and Marliya (2020) explain that teachers are one of the most decisive components for implementing the educational process, namely as a facilitator in the learning process. The solution to overcoming the above problems is managing educational facilities and infrastructure to develop dynamically (Novita, 2017), following Government Regulation No. 19 of 2005 regarding National Education Standards concerning national educational facilities and infrastructure standards in Chapter VII Article 42. Educational facilities and infrastructure is one of several vital resources and represent an institution's progress in fully supporting learning activities (Fauzan, 2018: 41). Facilities and infrastructure is an essential tool for educational institutions, and it is part of the eight National Education standards. Because of the importance of facilities and infrastructure in education, each institution competes to meet the standard criteria for educational facilities and infrastructure to advance the quality of the learning process (Ristianah, 2018). The availability of suitable facilities and infrastructure will positively impact teacher performance and the learning process.

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A good learning process will support educational goals. Therefore, the availability of facilities and infrastructure in schools must be considered to maximize teacher performance during the learning process. It will facilitate teacher performance from several teacher burdens that must be met.

Sulami et al. (2021:2) believe that learning facilities and infrastructure is an essential part of teaching and learning that must be provided by schools. It is a teacher's need that cannot be ruled out. Teachers must have textbooks and other supporting books so that the teachers will have broad knowledge.

According to Suntonda & Aulia (2019) related the role of Physical Education, Sports, and Health teacher deliberation (MGMP PJOK) on the performance of Physical Education, Sports and Health teachers, it is stated that Physical Education, Sports, and Health teacher deliberation is a forum for professionals, especially Physical Education, Sports and Health teachers who are in one district/city/sub-district/educational unit whose activities are carried out by and for the teachers, which are nonstructural and independent based on the principle of togetherness, and it has no hierarchical relationship with other institutions. The role of Physical Education, Sports, and Health teacher deliberation, as mentioned by Suntonda (2011) includes: a. Becoming an extension/partner of the Education Office in disseminating educational information and policies. b. Facilitating member creativity in terms of learning development and learning model innovation. c. Implementing and informing curriculum changes or the development of more creative and innovative teaching materials. d. Accommodating activities related to Physical Education and sports in schools and education offices. Physical Education, Sports, and Health teacher deliberation in Sorong City has an essential role in developing Physical Education, Sports, and Health subject and in developing Physical Education, Sports and Health teacher's competencies, at the elementary schools, junior high schools, and senior high school levels. Physical Education, Sports and Health teacher deliberation plays a role in providing solutions to overcome the problems experienced during the Physical Education, Sports and Health learning process. Some of these problems include the limited infrastructure and facilities, the low quality of teaching or the need for more relevant learning models for student's physical and mental development.

Sustrino (2011), in the teacher deliberation seminar on tips for becoming a professional Physical Education teacher, also reveals problems associated with the national sports development framework by saying that one of the most critical problems was the weak implementation of the physical education sub-system. It is reflected in several indicators, namely: (a) the discontinuity of the components of the Physical Education, Sports and Health curriculum among elementary school, junior high school, senior high school and college, (b) the low effectiveness of learning in Physical Education, Sports and Health when viewed from the achievement of overall educational goals that include physical, mental, social, emotional, and moral aspects, (c) there are still inadequate infrastructure facilities, (d) as well as the low effectiveness of implementing coaching and improving physical education from elementary school to high school. Decreasing student's motivation towards physical Education, Sports and Health lessons is a reality. Students get bored quickly and consider it even more torturous when attending Physical Education, Sports and Health lessons. This situation signals to all Physical Education, Sports and Health Teachers to improve their competence, both their pedagogical competence and professional competence. The benefits of implementing Physical Education, Sports and Health teacher deliberation in Sorong City as described by Saleh (Physical Education, Sports, and Health teacher in Sorong), the head of Physical Education, Sports and Health teacher deliberation at the junior high school level for the 2019-2021 period, include being a place for discussing the issue related to teaching Physical Education, Sports and Health which topics could be from the participants themselves. Moreover, Physical Education, Sports and Health teachers can share new knowledge about Physical Education.

The obstacles encountered in implementing Physical Education, Sports and Health teacher deliberation, as mentioned by the Junior High School Supervisor at the Sorong City Education Office, include limited funds provided for operational activities of teacher deliberation. There is a small amount of funds from the Education Office for implementing teacher deliberation, which is then replaced with office stationery. Especially for teacher deliberation at the junior high school level, it is difficult to unify the views of teacher deliberation's participants because the higher the level of education, the more different the interests brought by each participant.

It can be understood that teacher deliberation in every regency or city is expected to be able to shape the character of teachers to be more professional and to improve the professional competence of teachers, especially in the development of curricula that continue to change according to changing times. With the Physical Education, Sports and Health teacher deliberation, in Sorong City, Physical Education, Sports and Health teachers there should be used well to play an active role in every activity held by the teacher deliberation.

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In addition, the quality of learning in schools is influenced by teacher performance. Teachers are a significant factor in the educational process. Although the educational facilities are complete and sophisticated, qualified teachers must support them to lead to maximum teaching and learning (Utami, 2003:1). Teachers as national education implementers are the main key factors.

The low performance of teachers in schools is also influenced by various factors, including competence, work motivation, work discipline, job satisfaction, the organization where teachers teach, the leadership of principals, and government policies on education (Abdullah, 2020). It aligns with Kasmir's (2018) opinion, which states that factors including work environment, organizational culture, leadership, work motivation, work discipline, salary, job satisfaction, infrastructure and other factors influence teacher performance. Teacher performance will be optimal if it is integrated with school components, whether it is the principal or students. Thus, teacher's role is dominant in shaping students into qualified human beings without reducing or eliminating other roles and functions. Teacher performance as the implementation of duties and obligations as educators is one of the factors that plays an essential role in the success of education (Suharsaputra & Cahyono, 2019).

Another factor that causes improvement in the quality of learning is the competence/ability that the teacher must master. Husaini and Marliya (2020:206) explain that several factors can improve teacher performance, including salary, facilities and infrastructure, physical work environment conditions and leadership. Teachers are the most critical component in the education system that must be a central concern. This one figure will always be a strategic highlight when talking about educational issues because teachers are always related to any component of the world of education.

Based on the authors' observations in several junior high schools in Sorong City that are still in the 3T zone area, the researcher found indicators stating that school infrastructure needs to be improved and many teachers still need to be involved in the teacher deliberation forum. In Pratama's research(2021), it is said that the level of suitability of facilities and infrastructure in high schools in Sorong Regency is 48.75%, said to be still low. These indicators, among others, are still found in classrooms used as practicum infrastructure. In addition, it is still very demanding for Physical Education, Sports and Health teachers to modify the tools/facilities used to achieve learning material objectives. Therefore, from the observations made by several teachers, several teacher performances and competencies need to be maximally achieved in learning due to various obstacles mentioned from school infrastructure and teacher involvement in the teacher deliberation forum. It affects the success of teaching and learning activities in students.

METHOD

This research is a qualitative descriptive study that is quantified because it describes the state of facilities and infrastructure and the active participation of Physical Education, Sports and Health teachers in teacher deliberation on the professional performance and competence of junior high school teachers in Sorong City. According to Sugiyono (2019:18), the qualitative research method is based on the post-positivism philosophy used to examine objects with natural conditions (actual conditions, not set or in experimental conditions) where the researcher is the key instrument. Meanwhile, according to Ali Maksum (2012:68), descriptive research is research conducted to describe specific symptoms, phenomena or events. Data collection is carried out to obtain information about specific conditions or variables and is not intended for hypothesis testing. This study uses a descriptive approach method with survey techniques, defined as a study that describes the data factually and objectively. This research was conducted at a junior high school in Sorong City, Southwest Papua Province. The research period took place from June to July 2023. The population in this study was teachers at junior high schools in Sorong City. The sample used in this study was 30 Physical Education, Sports and Health teachers using total sampling to determine the number of 30 teachers obtained in junior high school in Sorong City. The data collection technique used in this study was a questionnaire test. This study used a closed questionnaire whose answers were already available; respondents only gave a sign on the alternative answers provided.

DISCUSSION

Respondents in this study consisted of Physical Education, Sports and Health junior high school teachers in Sorong City to answer questionnaires on the details of facilities and infrastructure, active participation of Physical Education, Sports and Health teachers in teacher deliberation, teacher performance, and teacher professional competence. The respondents in this study were 30 schools and had fulfilled the requirements in the determination technique as a research sample with 30 teachers consisting of 23 male and seven female.

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Table 1. Research Sample Respondent

No	School	Teacher		Total number of teacher
		M (Male)	F (Female)	
1	SMP Negeri 3. KOTA Sorong	M		1
2	SMP Muhammadiyah Al amin	M		1
3	MTs. Negeri Kota Sorong	M		1
4	SMP YPK Syaloom	M		1
5	Smp N 4 kota Sorong	M		1
6	SMP PGRI Kota Sorong	M		1
7	MTs Neg. Kota Sorong	M		1
8	SMP Negeri 2 Kota Sorong		F	1
9	SMP Negeri 3 Kota Sorong		F	1
10	MTsS Ar Raodah		F	1
11	MTSS Muhammadiyah 1 Kota Sorong		F	1
12	MTsS Al-Akbar		F	1
13	MTsN Model Sorong	M		1
14	SMP Adven	M		1
15	SMP N 5 Sorong	M		1
16	SMP YPPKK Moria Sorong	M		1
17	SMP N 10 Sorong		F	1
18	SMP 1 Sorong		F	1
19	SMPS IT Al-Izzah Sorong	M		1
20	SMP YPK Don Bosco	M		1
21	SMPS Kalam Kudus	M		1
22	SMP N 1 Dum	M		1
23	SMP N 6 Kota Sorong	M		1
24	SMP YPK 3 Malanu	M		1
25	SMP Guppi Kota Sorong	M		1
26	SMPN 9 Sorong	M		1
27	SMP Quba	M		1
28	SMP YPP Siloam	M		1
29	SMP Cahaya Islam Kota Sorong	M		1
30	SMP N 7 Sorong	M		1

a. Instrument Validity Test

Validity is the level of reliability and legality of the measuring instrument used. It is said that valid means that the measuring instrument used to obtain the data is valid or can be used to measure what should be measured. The authors used the SPSS 16 application in processing trial data in this study. Each question or statement compares the r count and r table in the validity test. If r count \geq r table, then the instrument is considered valid. If r count $<$ r table, then the instrument is considered invalid, so the instrument cannot be used for research. Then, the results of the instrument trial are as follows.

Table 2. Instrument Trial Result

Research Questionnaire	Number of question items before trial	Number of question items after trial	Number of invalid questionnaire items
Facilities and Infrastructure	20	20	0 questionnaire item
Teacher Deliberation (MGMP)	34	31	3 questionnaire items
Teacher Performance	28	24	4 questionnaire items
Teacher Professional Competency	25	24	1 questionnaire items

Source: SPSS 16 Data Processing

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b. Instrument Reliability Test

Reliability is the consistency of the research instruments used. Determination of instrument reliability in this study used Alpha Cronbach's formula in the SPSS 16 application. Therefore, the reliability test results are as follows.

Table 3. Instrument Reliability Test Results

Research Questionnaire	Number of Questionnaire	Cronbach's Alpha Value	Description
Facilities and Infrastructure	20	0.801	Reliable
Teacher Deliberation (MGMP)	33	0.880	Reliable
Teacher Performance	23	0.683	Reliable
Teacher Professional Competency	24	0.703	Reliable

Source: SPSS 16 Data Processing

The table above shows that an instrument of facilities and infrastructure, teacher deliberation, teacher performance, and teacher professional competence is trusted enough to be used as a data collection tool because the instrument is reliable. After testing the reliability of the infrastructure instrument used to collect data, the results obtained a value of 0.801 which means in a very high category. The teacher deliberation instrument obtained a value of 0.880 which is a very high category. In the teacher performance instrument, the score was 0.683 in a sufficient category, while in the teacher professional competence instrument, the score was 0.8703 which is in a sufficient category. Thus, the four questionnaires can be used in this study.

In this study, the data obtained were infrastructure, teacher deliberation, teacher performance, and teacher professional competence. Descriptive statistics of each variable can be seen in the following table:

Table 4. Descriptive Analysis of Facilities and Infrastructure, Teacher Deliberation, Teacher Performance, Teacher Professional Competence

No.	Data	Variance Source						
		Total	Mean	Median	Modus	Std. Deviation	Max	Min
1	Facilities and Infrastructure	30	61.90	62.50	63	6.222	77	40
2	Teacher Deliberation (MGMP)	30	1.080	111.50	116	10.707	126	89
3	Teacher Performance	30	77.067	79.00	80	5.570	84	60
4	Teacher Professional competence	30	73.07	9,588	70	9.588	91	50

Source: SPSS 16 Data Processing

a. Facilities and Infrastructure

Based on data table 15, it can be seen that the total value of N of infrastructure facilities is 30, with an average of 61.90, and the standard deviation is 6.50. The results of the infrastructure facilities obtained were highest at 77 and lowest at 40. Based on the value obtained, the classification of infrastructure variables is as follows:

Table 5. Facilities and Infrastructure Classification

No	Category	Score Range	Frequency	Relative
1	Very High	$x \geq 69$	5	16.67%
2	High	$60 \leq X < 69$	18	60%
3	Low	$51 \leq X < 60$	6	20%
4	Very low	$x < 51$	1	3.33%
Total			30	100

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b. Teacher Deliberation/MGMP (X2)

Based on data table 15, it can be seen that the total Teacher Deliberation N value is 30 with an average of 1.080, and the standard deviation is 1.115. MGMP results obtained the highest at 126 and the lowest at 89. Based on the obtained value, the classification of the subject teacher deliberation variable is as follows:

Table 6. Teacher Deliberation Classification (X2)

No	Category	Score Range	Frequency	Relative
1	Very High	$x \geq 117$	8	26.67%
2	High	$108 \leq x < 117$	8	26.67%
3	Low	$99 \leq X < 108$	7	23.33%
4	Very Low	$x < 99$	7	23.33%
Total			30	100

c. Teacher Performance (Y1)

Berdasarkan tabel data 15 dapat dilihat total keseluruhan nilai N kinerja guru sebesar 30 dengan rata-rata 77,067 dan simpangan baku yaitu 79,00. Hasil kinerja guru yang diperoleh tertinggi 84 dan terendah 60. Berdasarkan nilai yang diperoleh, maka penggolongan variabel kinerja guru sebagai berikut:

Table 7. Classification of Physical Education, Sports and Health Teacher Performance (Y1)

No	Category	Score Range	Frequency	Relative
1	Very High	$x \geq 78$	17	56.67%
2	High	$72 \leq x < 78$	9	30%
3	Low	$66 \leq X < 72$	2	6.67%
4	Very Low	$x < 66$	2	6.67%
Total			30	100

d. Professional Competence of Physical Education, Sports and Health Teachers (Y2)

Based on data table 15, it can be seen that the total value of N professional competence of teachers is 30, with an average of 73.07, and the standard deviation is 9.588. The teachers' professional competence results obtained the highest 91 and the lowest 50. Based on the values obtained, the classification of professional competence variables of Physical Education, Sports and Health teachers is as follows:

Table 8. Classification of Physical Education, Sports and Health Teachers Professional Competence (Y2)

No	Category	Score Range	Frequency	Relative
1	Very High	$x \geq 81$	8	26.67%
2	High	$71 \leq x < 81$	11	36.67%
3	Low	$60,5 \leq X < 71$	9	30%
4	Very Low	$x < 60,5$	2	6.67%
Total			30	100

a. Classical Assumption Test

1) Data Normality Test

The normality test in the regression model was used to test whether the residual values resulting from the regression were usually distributed. A good regression model has a residual value that is typically distributed. It is said to be normally distributed if the asymp significance value is ≥ 0.05 . In contrast, if the asymp significance value is < 0.05 , then the data is said to be not normally distributed. The results of the Kolmogorov-Smirnov one-sample test can be seen in the following table.

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Table 9. Normality Test Results

Variable	Asymp Significance Value Unstandardized Residual	Description
Facilities and Infrastructure	0.476	Normal
Teacher Deliberation (MGMP)	0.558	Normal
Teacher Performance	0.098	Normal
Teacher Professional Competence	0.876	Normal

Based on the results of the table calculation, it can be seen that the asymp significance value of residual data obtained in facilities and infrastructure is $0.476 > 0.05$, the asymp significance value of residual data obtained in Teacher Deliberation (MGMP) is $0.558 > 0.05$, the significance asymp value of residual data obtained in teacher performance is $0.098 > 0.05$, and the significance asymp value of residual data obtained in teacher professional competence is $0.876 > 0.05$. From the normality test results, it can be concluded that the four variables are normal.

2) Linearity Test

The linearity test determines whether two variables have a significant linear relationship. This linearity test's basis for decision-making is if the deviation value from linearity sig. > 0.05 , the two linear variables were concluded, and vice versa. The following are the linearity test results in the following table.

Tabel 10. Linearity Test Results

Variable	Deviation From Linearity	Description
Facilities and Infrastructure on Teacher Performance	0.377	Linear
Teacher Deliberation (MGMP) on Teacher Professional Competence	0.552	Linear

The results of the linearity test in the table above show that the variable of facilities and infrastructure on teacher performance is 0.377, and the variable of Teacher Deliberation (MGMP) on teacher professional competence is 0.552. It can be seen that each variable has a significance value greater than 0.05 (sig > 0.05). It shows that all research variables are linear.

CONCLUSION

Based on the results of data analysis and discussion that have been described in the previous chapters, it can be concluded that the research on the availability of facilities and infrastructure and the participation of Physical Education, Sports and Health teachers in Teacher Deliberation (MGMP) on the performance and professional competence of junior high school teachers in Sorong City, South West Papua, is 55.1%. These results show that the conditions of the variables examined are included in the low category.

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