

## Evaluation of the Pedagogical Competence of Physical Education and Health Teachers in Public Elementary Schools in Kapanewon Kalibawang Kulon Progo

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**ABSTRACT:** The research subjects were Physical Education teachers in elementary schools located in Kalibawang District, Kulon Progo Regency. The sampling technique used a total sample of 15 people. The data collection used a questionnaire. The data analysis technique used descriptive quantitative analysis. The research findings indicate that: (1) the overall evaluation of the pedagogical competence of Physical Education teachers in elementary schools located in Kalibawang District, Kulon Progo Regency is in the poor category. (2) The antecedents of the evaluation of the pedagogical competence of Physical Education teachers in elementary schools located in Kalibawang District, Kulon Progo Regency are in the good category. The indicator of mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects is at 3.31 in the good category, the indicator of mastering learning theory and principles of educational learning is at 3.30 in the good category, the indicator of developing the Physical Education curriculum is at 3.23 in the poor category, the indicator of organizing educational learning is at 3.29 in the good category (3) Transactions of the evaluation of the pedagogical competence of Physical Education teachers in elementary schools located in Kalibawang District, Kulon Progo Regency are in the very poor category. The indicator of utilizing information technology for the benefit of students is at 3.08 in the very poor category, the indicator of facilitating the development of students' potential to actualize various potentials is at 3.28 in the good category, the indicator of communicating effectively, empathetically, and politely with students is at 3.32 in the good category. (4) Outcomes of the evaluation of the pedagogical competence of Physical Education teachers in elementary schools located in Kalibawang District, Kulon Progo Regency are in the very poor category. The indicator for conducting assessments and evaluations of learning processes and outcomes is at 3.27, categorized as good; the indicator for utilizing assessment and evaluation results for learning purposes is at 3.24, categorized as poor; and the indicator for carrying out reflective actions to improve learning quality is at 3.13, categorized as very poor.

**KEYWORDS:** Evaluation, Physical Education Learning, Pedagogical Competence

### I. INTRODUCTION

Education is one of the most important sectors in the development of every country. According to Law No. 20 of 2004, education is a conscious and planned effort to develop all the potential of students through the learning process. Education is a concrete and systematic step to create learning conditions and learning processes so that students can actively develop their potential and have the spiritual strength, self-control, personality, intelligence, noble character, and skills needed by society, the nation, and the state, both now and in the future (Monteiro, A. 2019, pp. 431- 446). Education plays a very important role in advancing the life of society in this era of disruption. Education plays a very important role in the process of changing the attitudes and behavior of individuals or groups of individuals in an effort to mature humans through teaching and training. Education does not only aim to educate a nation but also encompasses all the values possessed by a human being as a whole so that they can have good attitudes and personalities (Wickman et al. 2022, pp. 717-734). The above opinion is in line with the objectives of education as stated in the National Education System Law System, namely, "Education aims to develop the potential of students to become people who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens" (Law No. 20 of 2003 on the National Education System of Indonesia, 2003). With this, the quality of education, especially the quality of teachers in Indonesia, plays a very important role in the success of education.

Physical Education, Sports, and Health or PJOK is no longer unfamiliar in everyday life. Physical education is a fairly broad field of study, relating to the relationship between human movement and other areas of education, namely the relationship

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between physical development and the mind and soul. PJOK is one of the core subjects that must be taught in schools from elementary to high school levels. The purpose of PJOK is to maintain and preserve health and improve human resources related to physical aspects (Fikri & Hardiyono, 2020, pp. 96-107). PJOK learning has a significant contribution to students because in the learning process, students are given the widest possible opportunity to be directly involved in various learning experiences from physical activities. PJOK learning has a very important contribution for students, because in the learning process students are given the widest possible opportunity to be directly involved in a variety of learning experiences from physical activities to improve physical fitness, motor skills, knowledge, and emotional intelligence (Dayanti & Sumaryanto, 2021, pp. 26-36), (Lemes et al., 2021, pp. 246-252), (Thorburn et al., 2019). In PJOK learning, a high-quality teacher is essential. A qualified teacher is one who is able to teach students effectively despite all the constraints of resources and the environment that exist. On the other hand, the effort to produce qualified teachers is also not an easy task. Permana (2017, pp. 1-8) states that to improve the quality of education, the government has made various efforts to develop teacher competency standards. Among other things, the Teacher and Lecturer Law has been passed, followed by the development of a Draft Government Regulation (RPP) on teachers and lecturers, all of which are aimed at improving the competence and professionalism of teachers. Teachers are crucial to the success of a country's education system. Teachers have the primary task of educating. A teacher must be a professional educator who can guide, train, and teach in a formal educational institution. Teachers play a vital role in the implementation of formal education to achieve quality education. To provide quality education, teachers must possess good competencies so that they have the quality and performance to effectively implement the education system. Good learning is largely determined by the performance of teachers as educators.

The principal is one of the factors that influence teacher performance because the principal is tasked with guiding teachers through supervision. Low motivation and achievement among teachers, which affect the teaching profession, are inseparable from the low contribution of principals in guiding teachers at school through supervision activities. In teaching, PJOK teachers must have four competencies, namely: first, pedagogical competence, teachers are required to be able to design learning, implement learning, and evaluate learning. Second, personality competence, teachers are required to teach students to be self-disciplined, read, love books, respect time, and be aware of rules and regulations. The third is social competency, where teachers are required to be able to adapt to the school community. And the fourth is professional competency, where teachers must master the ability to manage learning supported by classroom management, mastery of learning materials, teaching strategies, and the use of learning media. The high expectations placed on teachers are not yet fully in line with the current reality. According to Watini & Kristianty (2022, pp. 71-77), in the field, there are still many teachers who do not meet the expected competency standards. First, teachers lack the knowledge and skills to manage students. For example, there are many cases of teachers giving excessive punishment to their students, even to the point of hurting them. Second, the ability of educators as part of the community is still low. For example, the poor relationship between teachers and students as well as the community means that teachers are unaware of the problems faced by their students. Third, teachers' mastery of learning materials is still superficial. For example, teachers still find it difficult to apply the material they teach to the daily lives of their students. The above problems clearly indicate that the competence of some teachers is still low. Of the four competencies that teachers must master, pedagogical competence is considered to be the competency that has not yet shown encouraging results to date. This is indicated by the still low ability of teachers to manage learning. Teachers are considered unable to manage learning optimally, both in terms of understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. In learning activities at school, a teacher's pedagogical competence does indeed play a very important role, because this competence is a skill that teachers must have, especially in relation to how teachers manage student learning in the classroom. Meanwhile, the complexity of problems and learning conditions in schools, whether related to learning planning, learning implementation, or learning outcome evaluation, certainly needs serious attention.

Moreover, with the change in curriculum, it will certainly cause confusion for teachers. As explained by the government through Government Regulation Government Regulation Number 19 of 2005 concerning National Education Standards article 28, pedagogical competence is the ability to manage student learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Thus, teachers, as one of the components in education, must continue to improve their abilities and skills in the learning process so that they have insight and an attitude of professionalism. The intended improvement will be achieved if teachers have the means to exchange information and experiences, as well as to help each other solve the challenges faced by each teacher at school. In this situation, teachers who are professional in carrying out their duties and responsibilities are greatly needed. The professionalism of a teacher is very important for students because teachers have a very heavy responsibility in educating, guiding, and motivating students to

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become intelligent and moral individuals. To achieve good education, educators should also be able to possess good character. Based on observations conducted during an internship at one of the public elementary schools in Kapanewon Kalibawang Kulon Progo, it was found that there are still teachers who have not mastered how to properly plan, implement, and evaluate learning during the learning process. Additionally, teachers only use monotonous learning models, and there are still teachers who only give balls to their students to play on their own on the field. This makes PJOK learning less than optimal in its implementation. Furthermore, teachers are not yet ready to implement the teaching and learning process using other methods, while currently teachers are required to be creative in choosing strategies and methods that are appropriate for learning. This results in many students not receiving optimal PJOK learning. There are so many obstacles faced by teachers and students, especially in PJOK learning. Therefore, a form of evaluation is needed that can assess everything. A program can be said to be good if it has been thoroughly evaluated and produces a product with good qualifications (Gören et al. 2020, pp. 69-94). Therefore, a competency evaluation is needed that can be used to see the whole picture, including preparation, implementation process, input from resources, and to see the results or products of the learning program implemented by PJOK teachers (Ghimire. 2013, pp. 6574).

The Stake Evaluation Model (Antecedents, Transactions and Outcomes) was chosen by the researcher because this evaluation model considers evaluation as a system, and the accuracy of using the evaluation model to deepen the pedagogical competence of PJOK teachers in managing their classes and administration. This approach is very suitable as a method in this study, because this study reveals the extent to which local wisdom-based education programs are implemented in PJOK subjects by analyzing the Antecedents, Transactions, and Outcomes components. Thus, the researcher will evaluate all aspects of PJOK learning, starting from planning, implementation, and results. Based on initial observations, the researcher needs to conduct a more in-depth study for the research entitled "Evaluation of the Pedagogical Competence of Physical Education and Health Teachers in Public Elementary Schools in Kapanewon Kalibawang Kulon Progo."

## II. MATERIAL AND METHODS

This type of research is evaluative research that uses a mixed quantitative and qualitative method. Evaluation is a series of processes that determine the extent to which objectives can be achieved. Evaluation provides information for decision making. Evaluation is also a process of seeking information about an object or subject carried out with the aim of making decisions about that object or subject (Sukardi., 2015, pp. 169-176). This study evaluates the pedagogical competence of PJOK teachers at public elementary schools in Kapanewon Kalibawang Kulon Progo. The research location was at 15 public elementary schools in Kapanewon Kalibawang Kulon Progo. This research was conducted in June-July 2025.

## III. RESULTS AND DISCUSSION

### 1. Evaluation of Antecedents

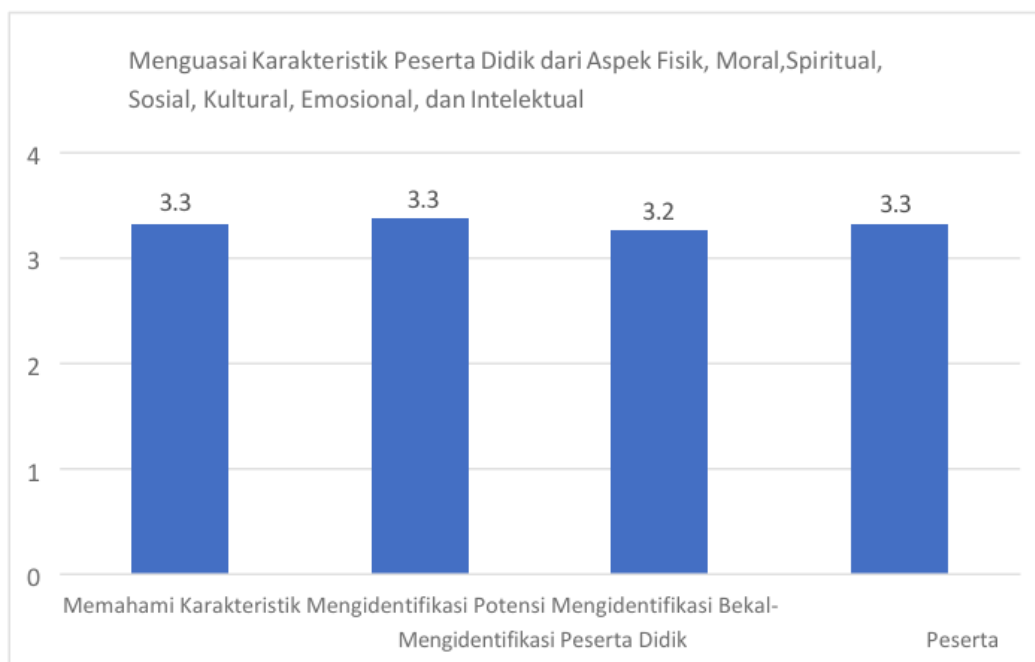
#### a. Mastering student characteristics from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects

Table 7. Mastering Student Characteristics

| Indicator                                                                                                                                                  | Physical Education Teacher | Category  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------|
| Teachers understand the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-cultural backgrounds. | 3,32                       | Good      |
| Teachers identify students' potential in physical education                                                                                                | 3,37                       | Very Good |
| Teachers identify students' initial learning resources in physical education, health, and sports subjects.                                                 | 3,26                       | Good      |
| Teachers identify learning difficulties among students in physical education classes.                                                                      | 3,31                       | Good      |
| Average                                                                                                                                                    | 3,31                       | Good      |

When presented in a bar chart, the antecedents of the pedagogical competency evaluation of Physical Education and Health Teachers at Public Elementary Schools in Kapanewon Kalibawang Kulon Progo can be seen in Figure 3 as follows.

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**Figure 3. Mastering Student Characteristics**

Based on Table 9 and Figure 4 above, it shows that the indicator of understanding student characteristics related to physical, intellectual, socio-emotional, moral, spiritual, and socio-cultural background aspects is 3.32 in the Good category, identifying the potential of students in PJOK subjects at 3.37 in the Very Good category, identifying students' initial learning resources in PJOK subjects at 3.26 in the Good category, and identifying students' learning difficulties in PJOK subjects at 3.31 in the Good category. The results of the analysis of the data obtained from the previous table show that the average score for the indicators of understanding student characteristics related to physical, intellectual, socio-emotional, moral, spiritual, and socio-cultural background indicators is 3.32

### b. Mastering learning theories and educational learning principles.

**Table 8. Mastering Learning Theories and Educational Learning Principles**

| Indicator                                                                                                        | Physical Education Teacher | Category |
|------------------------------------------------------------------------------------------------------------------|----------------------------|----------|
| Teachers understand various learning theories and educational principles related to physical education subjects. | 3,25                       | Less     |
| Teachers implement various strategies for creative teaching in physical education, health, and sports subjects.  | 3,34                       | Good     |
| Teachers apply various creative teaching methods in physical education, health, and sports subjects.             | 3,32                       | Good     |
| Teachers apply various creative teaching techniques in physical education, health, and sports subjects.          | 3,30                       | Good     |
| Average                                                                                                          | 3,30                       | Good     |

When presented in a bar chart, the antecedents of the pedagogical competency evaluation of physical education and health teachers in public elementary schools in Kapanewon Kalibawang, Kulon Progo, can be seen in Figure 4 as follows.

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**Figure 4. Mastery of Learning Theory and Educational Learning Principles**

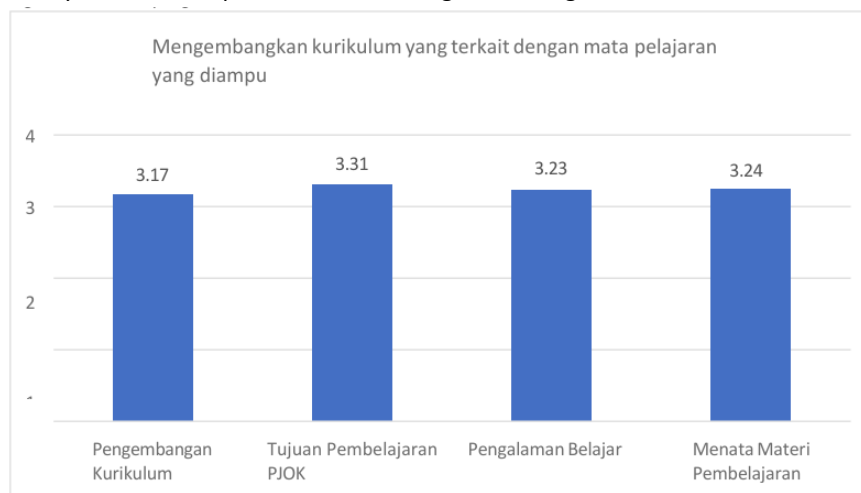
Based on Table 10 and Figure 5 above, it shows that the indicator of understanding various learning theories and educational learning principles related to PJOK subjects is 3.25 in the Poor category, applying various creative educational learning strategies in PJOK subjects is 3.34 in the Good category, applying various creative educational learning methods in PJOK subjects at 3.32 in the Very Good category, and applying various creative educational learning techniques in PJOK subjects at 3.30 in the Good category.

### c. Developing a curriculum related to the subjects taught.

**Table 9. Developing a Curriculum**

| Indicator                                                                                                                      | Physical Education Teacher | Category  |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------|
| Teachers understand the principles of curriculum development.                                                                  | 3,17                       | Very Less |
| Teachers determine the learning objectives of PJOK (Physical Education, Health, and Sports).                                   | 3,31                       | Good      |
| Teachers determine the appropriate learning experiences to achieve the learning objectives of PJOK.                            | 3,23                       | Less      |
| Teachers organize learning materials correctly in accordance with the chosen approach and the characteristics of the students. | 3,24                       | Less      |
| Average                                                                                                                        | 3,23                       | Less      |

When presented in a bar chart, the antecedents of the pedagogical competency evaluation of Physical Education and Health Teachers in Public Elementary Schools in Kapanewon Kalibawang Kulon Progo can be seen in



**Figure 5. Developing the Curriculum**

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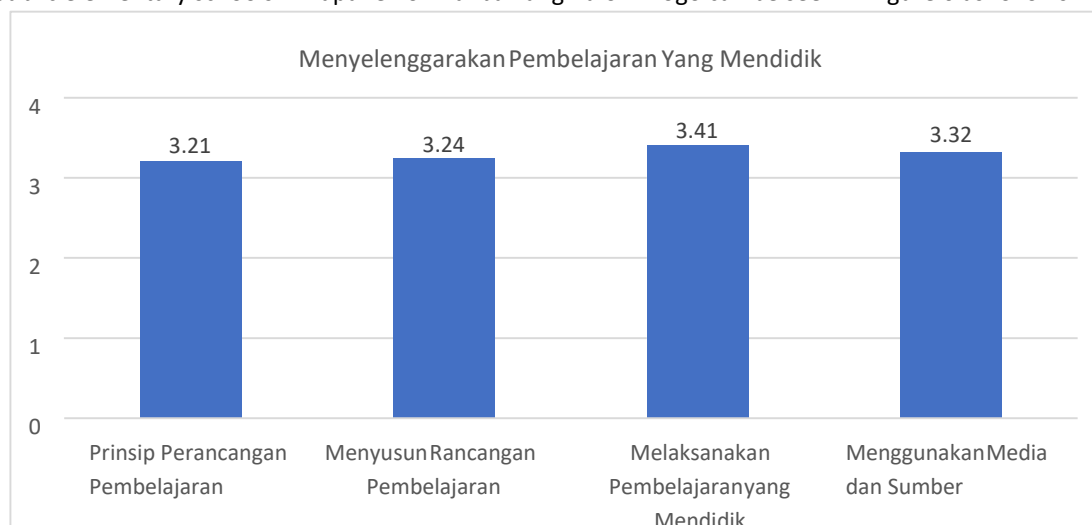
Based on Table 11 and Figure 5 above, it can be seen that the indicator of understanding of curriculum development principles is in the very poor category with a score of 3.17, the determination of PJOK learning objectives is in the good category with a score of 3.31, the determination of learning experiences appropriate for achieving PJOK learning objectives is in the poor category with a score of 3.23, and the organization of learning materials in accordance with the chosen approach and student characteristics is in the inadequate category with a score of 3.24.

### d. Conducting educational learning.

**Table 10. Conducting Educational Learning**

| Indicator                                                                                                                                                                       | Physical Education Teacher | Category  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------|
| Teachers Understand the principles of educational learning design.                                                                                                              | <b>3,21</b>                | Very Less |
| Teachers develop comprehensive learning plans for both classroom and field activities.                                                                                          | <b>3,24</b>                | Less      |
| Teachers implement educational learning in the classroom and in the field with attention to the required safety standards.                                                      | <b>3,41</b>                | Very Good |
| Teachers use learning media and learning resources that are relevant to the characteristics of the students and the subjects taught to achieve the overall learning objectives. | <b>3,32</b>                | Good      |
| Average                                                                                                                                                                         | <b>3,29</b>                | Good      |

When presented in a bar chart, the antecedents of the pedagogical competency evaluation of physical education and health teachers in public elementary schools in Kapanewon Kalibawang Kulon Progo can be seen in Figure 6 as follows.



**Figure 6. Conducting Educational Learning**

Based on Table 12 and Figure 6 above, it shows that the indicator Understanding the principles of educational learning design scored 3.21 in the Very Poor category, developing a complete learning design, both for classroom and field activities, with a score of 3.24 in the "Poor" category, implementing educational learning in the classroom and in the field by paying attention to the required safety standards with a score of 3.41 in the "Very Good" category, and using learning media and learning resources that are relevant to the characteristics of the students and the subjects taught to achieve the learning objectives as a whole with a score of 3.32 in the "Good" category.

## 2. Transactions Evaluation

### e. Utilizing Information and Communication Technology for Learning Purposes.

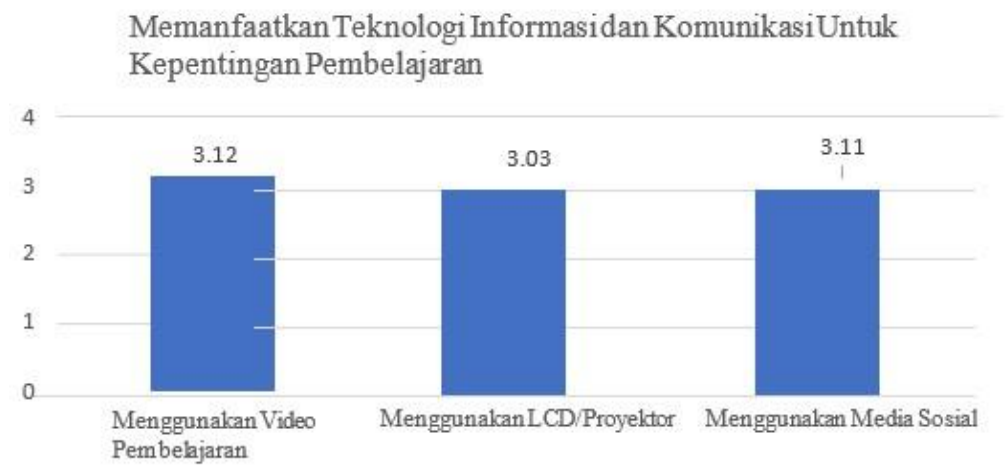
**Table 11. Utilizing Information and Communication Technology for Learning Purposes**

| Indicator                                                       | Physical Education Teacher | Category  |
|-----------------------------------------------------------------|----------------------------|-----------|
| Teachers use instructional videos in physical education classes | <b>3,21</b>                | Very Less |
| Teachers use LCD/projectors in PJOK teaching                    | <b>3,24</b>                | Very Less |

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|                                             |             |           |
|---------------------------------------------|-------------|-----------|
| Teachers use social media for PJOK teaching | <b>3,41</b> | Very Less |
| Average                                     | <b>3,32</b> | Very Less |

When presented in a bar chart, the antecedents of the pedagogical competency evaluation of physical education and health teachers in public elementary schools in Kapanewon Kalibawang Kulon Progo can be seen in Figure 8 as follows.



**Figure 7. Utilizing Information and Communication Technology for Learning**

Based on Table 13 and Figure 8 above, it shows that the indicator of using learning videos in PJOK learning is 3.12 in the Very Poor category, using LCD/Projectors in PJOK learning is 3.03 in the Very Poor category, and using social media for PJOK learning is 3.11 in the Very Poor category.

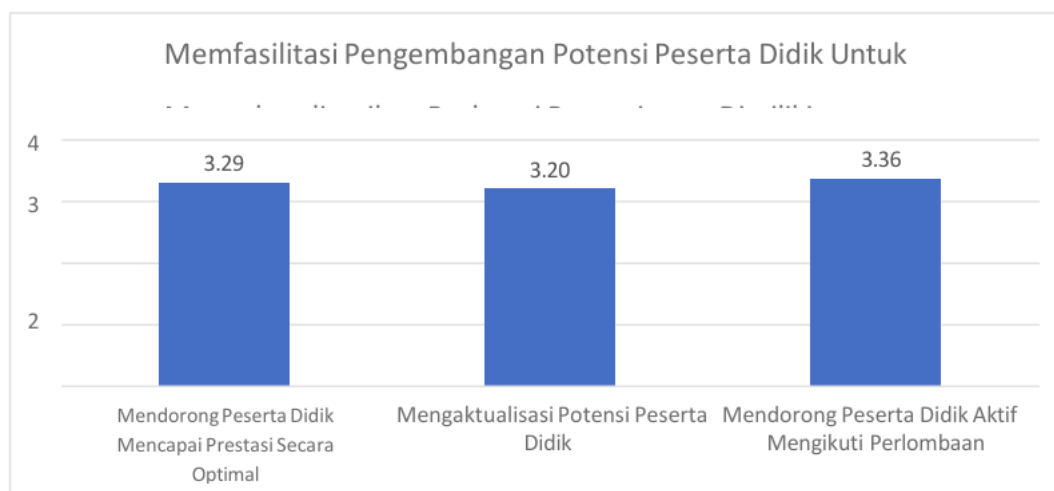
### f. Facilitating the development of students' potential to actualize their various potentials.

**Table 12. Facilitating the Development of Students' Potential to Actualize Their Various Potentials**

| Indicator                                                                                                  | Physical Education Teacher | Category  |
|------------------------------------------------------------------------------------------------------------|----------------------------|-----------|
| Teachers provide various learning activities to encourage students to achieve optimal performance          | <b>3,29</b>                | Good      |
| Teachers provide various learning activities to actualize students' potential, including their creativity. | <b>3,20</b>                | Very Less |
| Teachers encourage students to actively participate in competitions                                        | <b>3,36</b>                | Very Good |
| Average                                                                                                    | <b>3,28</b>                | Baik      |

When presented in a bar chart, the antecedents of the pedagogical competency evaluation of physical education and health teachers in public elementary schools in Kapanewon Kalibawang Kulon Progo can be seen in Figure 8 as follows.

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**Figure 8 Facilitating the Development of Students' Potential to Actualize Their Potential**

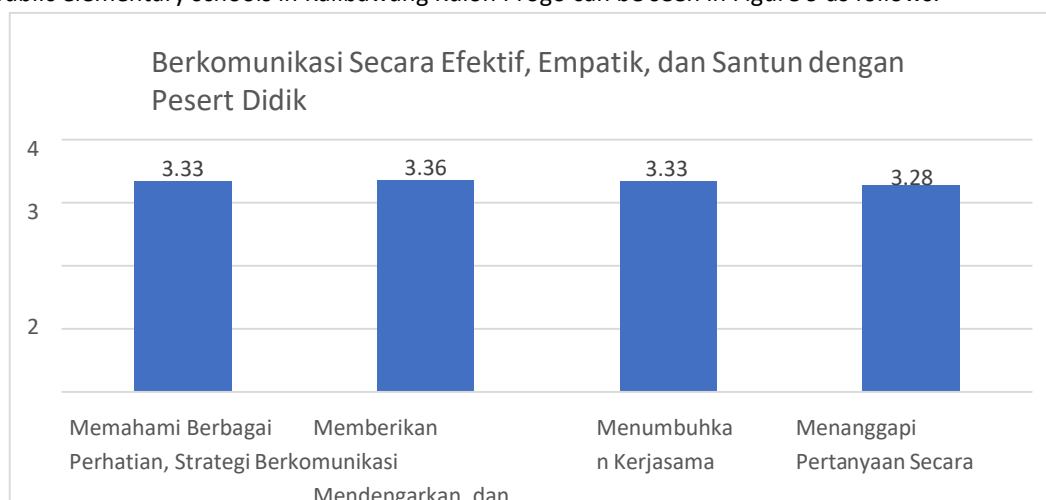
Based on Table 14 and Figure 9 above, it shows that the indicator provides various learning activities to encourage students to achieve optimal performance of 3.29 in the Good category, provides various learning activities to actualize students' potential, including their creativity of 3.20 in the Very Poor category, and encourages students to actively participate in competitions of 3.36 in the Very Good category.

### g. Communicate effectively, empathetically, and politely with students

**Table 13. Communicating Effectively, Empathetically, and Politely with Students**

| Indicator                                                                                                                        | Physical Education Teacher | Category  |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------|
| Teachers Understand various effective, empathetic, and polite communication strategies, verbally, in writing, and/or other forms | 3,33                       | Good      |
| Teachers pay attention and listen to all questions and responses from students                                                   | 3,36                       | Very Good |
| Teachers present lessons that can foster good cooperation among students                                                         | 3,33                       | Good      |
| Teachers respond to students' questions appropriately and correctly                                                              | 3,28                       | Good      |
| Average                                                                                                                          | 3,32                       | Good      |

When presented in a bar chart, the antecedents of the pedagogical competency evaluation of physical education and health teachers in public elementary schools in Kalibawang Kulon Progo can be seen in Figure 9 as follows.



**Figure 9 Communicating Effectively, Empathetically, and Politely with Students**

Based on Table 15 and Figure 9 above, it shows that the indicator of Understanding various effective, empathetic, and polite communication strategies, verbally, in writing, and/or other forms, is 3.33 in the Good category, paying attention and listening to all questions and responses from students is 3.36 in the Very Good category, presenting learning that can foster good cooperation

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among students is 3.33 in the Good category, and responding to students' questions appropriately and correctly is 3.28 in the Good category.

### 4. Outcome Evaluation

#### h. Conducting assessment and evaluation of the learning process and outcomes

**Table 14. Conducting Assessment and Evaluation of the Learning Process and Outcomes**

| Indicator                                                                                                                                                             | Physical Education Teacher | Category  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------|
| Teachers understand the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects they teach. | 3,26                       | Good      |
| Teachers determine procedures for assessing and evaluating learning processes and outcomes.                                                                           | 3,28                       | Good      |
| Teachers analyze the results of assessments of learning processes and outcomes for various purposes.                                                                  | 3,20                       | Very Less |
| Teachers evaluate learning processes and outcomes.                                                                                                                    | 3,35                       | Good      |
| Average                                                                                                                                                               | 3,27                       | Good      |

When presented in a bar chart, the antecedents of the pedagogical competency evaluation of Physical Education and Health Teachers in public elementary schools in Kalibawang Kulon Progo can be seen in **Figure 11 below**.

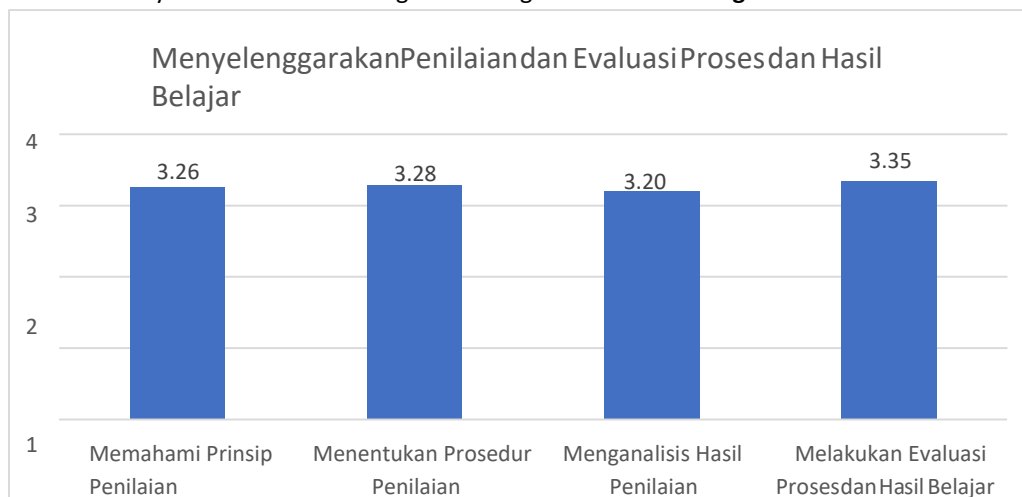


Figure 10 above, it shows that the indicator of understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subject taught is 3.26 in the Good category, determining procedures for assessing and evaluating learning processes and outcomes at 3.28 in the Good category, analyzing the results of learning process and outcome assessments for various purposes at 3.20 in the Very Poor category, and conducting evaluations of learning processes and outcomes at 3.35 in the Good category.

#### i. Utilizing assessment and evaluation results for learning purposes

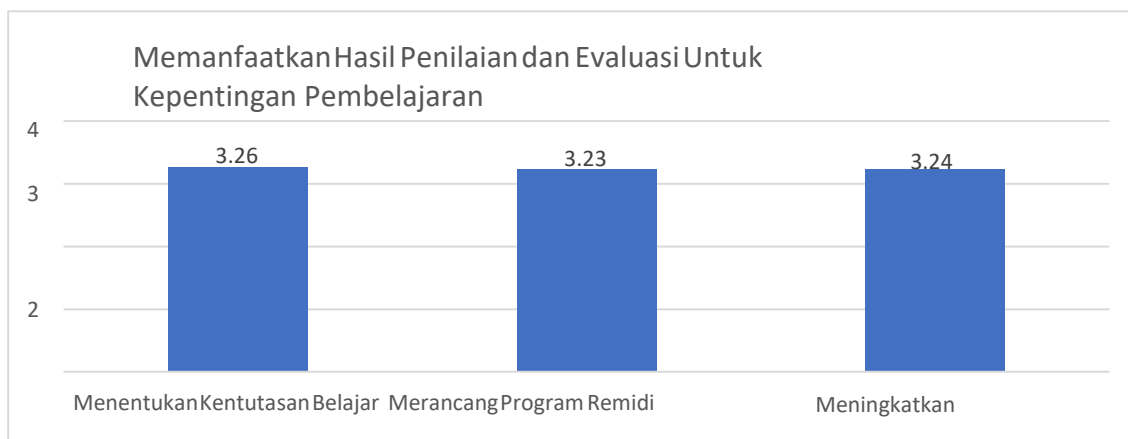
**Table 15. Utilizing Assessment and Evaluation Results for Learning Purposes**

| Indicator                                                                                   | Physical Education Teacher | Category |
|---------------------------------------------------------------------------------------------|----------------------------|----------|
| Teachers use assessment and evaluation results to determine learning completeness.          | 3,26                       | Good     |
| Teachers determine procedures for assessing and evaluating learning processes and outcomes. | 3,23                       | Less     |

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|                                                                                        |             |      |
|----------------------------------------------------------------------------------------|-------------|------|
| Teachers utilize assessment and evaluation results to improve the quality of learning. | <b>3,24</b> | Less |
| Average                                                                                | <b>3,24</b> | Less |

When presented in a bar chart, the antecedents of the pedagogical competency evaluation of physical education and health teachers in public elementary schools in Kalibawang Kulon Progo can be seen in Figure 5 as follows.



**Figure 11 Utilizing Assessment and Evaluation**

Results for the Purpose of Learning Based on Table 17 and Figure 11 above, it shows that the indicator uses assessment and evaluation results to determine learning completeness of 3.26 in the Good category, uses assessment and evaluation results to design remedial and enrichment programs of 3.23 in the Poor category, and utilizes assessment and evaluation results to improve learning quality at 3.24 in the Poor category.

### j. Performing reflective actions to improve learning quality.

**Table 16. Performing Reflective Actions to Improve Learning Quality**

| Indicator                                                                                             | Physical Education Teacher | Category  |
|-------------------------------------------------------------------------------------------------------|----------------------------|-----------|
| Teachers reflect on the learning that has been implemented.                                           | <b>3,21</b>                | Very Less |
| Teachers utilize the results of reflection for improvement and development of learning in the subject | <b>3,20</b>                | Very Less |
| Teachers conduct classroom action research to improve the quality of learning in the subject          | <b>2,98</b>                | Very Less |
| Average                                                                                               | <b>3,13</b>                | Very Less |

When presented in a bar chart, the antecedents of the pedagogical competency evaluation of physical education and health teachers in public elementary schools in Kalibawang Kulon Progo can be seen in Figure 12 as follows.

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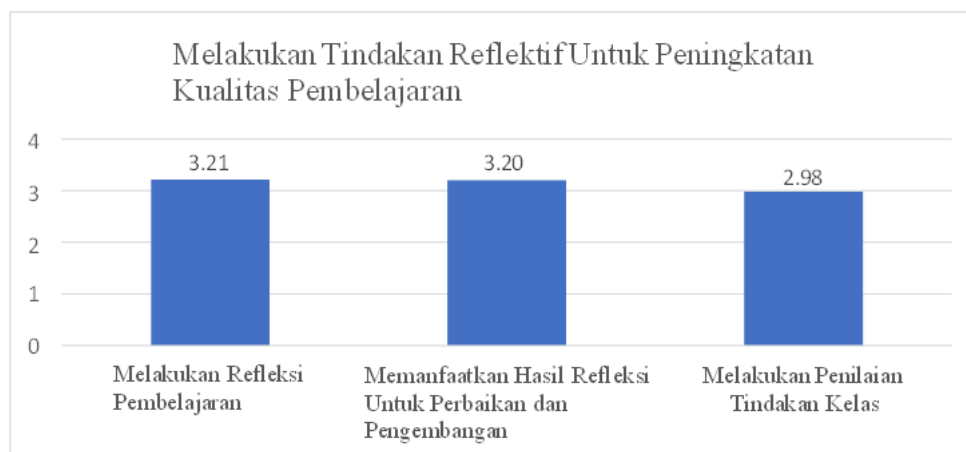


Figure 12 Performing Reflective Actions for Improvement

Based on Table 18 and Figure 12 above, it shows that the indicator reflects on the learning that has been carried out by 3.21 in the Very Poor category, utilizes the results of reflection for improvement and development of learning in subjects by 3.20 in the Very Poor category, and conducts classroom action research to improve the quality of learning in subjects by 2.98 in the Very Poor category.

### Discussion

Based on the results of the data description above, it can be explained that the Evaluation of Pedagogical Competence of Physical Education and Health Teachers in Public Elementary Schools in Kapanewon Kalibawang Kulon Progo based on the components of Antecedents, Transactions, and Outcomes is described as follows.

#### 1. Antecedents

##### a. Mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects

In the appendix to the Minister of National Education Regulation Number 16 of 2007 concerning Teacher Qualification and Competency Standards, one of the teacher competencies is mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects. Based on descriptive data, the indicator of mastery of the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects of PJOK teachers is said to be well fulfilled with an average of 3.31. This can be seen from the research (S.Saudah. 2015, pp. 1-30) on teachers' actions in involving students in the learning process, as well as accepting responses from students and occasionally creating a cheerful atmosphere with jokes to foster enthusiasm among students in the learning process. Sanaky (2015, pp. 1-98) states that teachers must have an understanding of the nature and characteristics of students and their development, understand several educational concepts that are useful in helping students, master several teaching methods that are appropriate for the subject matter and student development, and master an appropriate and effective evaluation system. By knowing the characteristics of students, teachers can find solutions when problems arise in learning. In addition, by understanding the characteristics of each student, teachers can determine the appropriate approach to apply to students.

The results of this study are supported by research conducted by Estari (2020, pp. 1439-1444) that the importance of teachers understanding the characteristics of each of their students is beneficial in the teaching and learning process. If teachers do not have this ability, students will not experience development, their learning potential will weaken, and their developmental mobility will become monotonous and lacking in variety. Teachers need to master pedagogical competencies regarding understanding students because they are related to the development structure of the 2013 Curriculum and the Merdeka Curriculum. The characteristics of the 2013 Curriculum develop a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities (PP No. 69 of 2013).

##### b. Mastering learning theories and educational learning principles

In the learning process, a teacher must understand learning theories and learning principles so that they can create an enjoyable and conducive learning process. The 2013 Curriculum requires attention to be paid to the learning process, not just the learning outcomes. The components of research are not only cognitive outcomes, but also affective and psychomotor outcomes. In terms of mastering learning theories and educational learning principles, both teachers always strive to understand educational learning theories related to physical education subjects. Physical education teachers often apply a creative educational learning

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approach in every physical education lesson. The approach used is a problem-based approach, while the most frequently used strategies are discussion, question and answer, and lectures. The use of various methods is intended to provide variety and prevent student boredom. They also use various learning models, namely Problem-Based Learning, Project-Based Learning, Inquiry, and TGFU. Media learning in the learning process, namely PowerPoint and learning videos.

In this second indicator, teachers are already in the good category with an average of 3.30 in implementing learning in accordance with the competencies to be achieved and in a sequential manner in accordance with the lesson plan used, so that teachers are able to condition students to focus and encourage the possibility of positive activities in contextual learning. This ability is useful for motivating students to learn and can also be used as a basis in the teaching and learning process to create good learning between teachers and students (Wahab & Rosnawati, 2021. Pp. 1-85). Children have different characteristics from one another. These differences require different attention and approaches. Although the education system still applies a classical system, teachers are required to pay special attention to their students in the learning process. On the one hand, teachers pay attention to all children in the learning process in the classroom, but on the other hand, teachers must pay special attention to certain children. Therefore, teachers must master learning theories and principles (Janawi, 2019, pp. 68-79).

### **c. Developing a curriculum related to the subjects taught**

The third indicator is the competency to develop a curriculum, which can be seen from the teacher's ability to determine learning objectives in accordance with the curriculum and select materials in accordance with the approach and character of the students. The curriculum is very important in the continuity of education. The curriculum provides guidance to schools on the implementation of learning because the curriculum is a benchmark before the learning process is carried out. Both the 2013 curriculum and the independent curriculum determine learning objectives before the learning process begins and compile learning materials to be taught in accordance with curriculum development principles and the characteristics of the students. The curriculum needs to be developed in accordance with student characteristics to achieve success in the learning process. One way to do this is by adjusting the lesson plan (Purwandari, 2013, p. 537). Based on this, the fulfillment of the third indicator in the category of "less than satisfactory" was 3.23 on average. The 2013 curriculum requires teachers to be able to develop learning that demonstrates the process skills of students. Teachers who initially created syllabi and lesson plans in accordance with the conditions of their respective schools are now required to develop lesson plans in accordance with the government syllabus and must also consider the conditions of their respective schools. The school where they teach, so that all these requirements can be met, causes teachers to have a limited understanding of the principles of curriculum development. However, teachers are able to select learning materials that are in line with learning objectives and the development of students. In delivering learning materials, teachers are able to present them in sequence by paying attention to the objectives based on competency standards and basic competencies and focusing on student abilities. The learning process is centered on students so that they are required to be active in the learning process.

The results of the study show that the Evaluation of Pedagogical Competence of Physical Education and Health Teachers at Se - Kapanewon Kalibawang Kulon Progo in the Antecedents evaluation component was in the Good category with an average of 3.28 in mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; and mastering learning theories and educational learning principles; as well as curriculum development related to PJOK subjects.

### **d. Conducting educational learning**

Before implementing the learning process, teachers must first create a learning plan. This learning plan is used as a guide in the implementation of learning. This is in accordance with the sub-competency of the core competency of conducting learning. Teaching involves developing a comprehensive learning plan for both classroom and field activities. Teachers' teaching plans greatly determine the success of classroom teaching (Rasmitadila et al., 2021, pp. 95-116).

The fourth indicator of providing educational teaching is evident in that the teacher, as the respondent, has developed a comprehensive lesson plan that covers cognitive, affective, and psychomotor aspects. The teacher also frequently conducts educational teaching in the classroom, laboratory, and field while paying attention to the required safety standards. What the teachers have done is in line with the statement made by Riano (2019, pp. 203-226) that teachers must try to relate learning to everyday life and provide concrete examples and variations inside and outside the classroom. In addition, teachers use learning resources other than books to encourage students to achieve optimal performance. This is certainly in line with the requirements of the 2013 curriculum and is consistent with Janawi's (2019, pp. 68-79) statement that in order to bring about educational learning, various approaches must be taken by educators, schools, and policy makers. Before teachers implement educational learning techniques, each teacher must understand the learning objectives themselves.

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The results of this study show that PJOK teachers at public elementary schools in Kapanewon Kalibawang Kulon Progo have good abilities with an average score of 3.29 in implementing educational learning, namely understanding the principles of learning design, developing educational learning designs in the classroom and in the field, paying attention to the required safety standards, and using relevant learning media and learning resources.

### **1. Transactions**

Based on the results of the study, it shows that the Transactions evaluation of the Pedagogical Competence of Physical Education and Health Teachers at State Elementary Schools in Kapanewon Kalibawang Kulon Progo resulted in the category of Very Poor with an average score of 3.22.

### **e. Utilizing information and communication technology for learning purposes**

The use of information technology in education is very influential in learning, so that students do not get bored easily during learning and so that learning is more varied. To find out the views of PJOK subject teachers regarding the use of information and communication technology for learning purposes, the following data is presented.

Analysis of the research results shows that the five indicators regarding the use of information and communication technology can be said to be very poorly fulfilled because, based on the descriptive results, the use of LCD projectors owned by schools is still rare. Teachers are still trying to utilize information and communication technology in learning, such as using laptops and LCD projectors. The fulfillment of these indicators is not in line with the requirements of the 2013 curriculum. To be able to integrate technology and information lessons, teachers as educators must master information and communication technology.

The use of technology in education and learning (e-learning) is intended to facilitate or make learning activities more effective (Suprihatiningrum, 2016). In this case, teachers are required to have the ability to use and prepare learning materials in a computer network system that can be accessed by students. Therefore, teachers and prospective teachers should be equipped with various competencies related to the use of information and communication technology as learning technology. Teachers are required to have the ability to organize and analyze the formation of student competencies and learning objectives. Thus, teachers' mastery of competency standards in the field of learning technology can be used as one of the indicators of teacher competency standards and certification (Mulyasa, 2015, p. 196).

### **f. Facilitating the development of students' potential to actualize their various potentials**

The results of the study show that PJOK teachers at public elementary schools in Kapanewon Kalibawang Kulon Progo have good abilities with an average of 3.28 in the aspect of facilitating the development of students' potential to actualize their various potentials. The main task of teachers in learning is to guide students to achieve their best performance according to their potential. So, the first thing that needs to be understood is the characteristics of the students under their care and how to develop their potential and facilitate an inclusive approach that seeks to achieve students' skills according to their interests (Portuguez Castro & Gómez Zermeño, 2021, pp. 2053-4604).

Developing the potential of students is a very important effort in education, even becoming the essence of educational efforts (Nurhasanah, 2017). At the elementary school level, the potential that can be developed includes interest in learning, motivation to learn, discipline, honesty, responsibility, skills, and so on (Amaliyah & Rahmat, 2021, pp. 28-45).

Usman H and Nuryadin ER (2013) state that learning is an activity of exploration, elaboration, and confirmation to transform, preserve, and critique science and technology and culture carried out inside and outside the classroom. Efforts to provide learning outside the classroom can encourage students to be more creative in the learning process. Students can directly observe phenomena occurring in their surroundings. The real-world experiences gained by students will aid in the development of their potential. Encouraging students to actively participate in competitions is a positive way to hone their abilities.

### **g. Communicate effectively, empathetically, and politely with students**

Communication is very important in life. Without communication, humans would not know anything. When communicating, it is important to have good ethics. The Appendix to the Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies states that one of the competencies of teachers is to communicate effectively, empathetically, and politely with students. The assessment indicators for the core competency of communicating effectively, empathetically, and politely with students are 1) Teachers understand various strategies for communicating effectively, empathetically, and politely, whether verbally, in writing, and/or in other forms; 2) Teachers pay attention and listen to all students' questions and responses; 3) Teachers present learning activities that can foster good cooperation among students; 4) Teachers respond to students' questions appropriately and correctly.

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Based on the research results, it shows that PJOK teachers have good abilities with an average of 3.32 in the aspect of communicating effectively, empathetically, and politely with students. During the learning process, teachers use both spoken and written language clearly, well, and correctly, and convey material/messages clearly and in an appropriate style. Good teachers must be friendly, patient, kind, and polite (Nguyen, 2016). Teachers often ask students questions to determine their understanding of the material being discussed. In addition, teachers also show an open attitude towards student responses during learning by responding to students' questions and encouraging students to always be active in the learning process. Especially in group discussions, teachers encourage students to take part in the group discussion with the aim of fostering good cooperation among students.

Communication between educators and students plays an important role in teaching and the learning process. Therefore, communication skills are one of the competencies that an educator must have (Paramita et al., 20223, pp. 212-219). This is in line with what Saragih (2008) stated, that the minimum competency of a new teacher is to master teaching skills in terms of opening and closing lessons, asking questions, providing reinforcement, and varying teaching methods. If teachers have good communication skills in the teaching process both inside and outside the classroom, students will easily understand the material presented.

### **2. Outcomes**

Based on the research results, the outcomes of the evaluation of the Pedagogical Competence of Physical Education and Health Teachers in Public Elementary Schools in Kapanewon Kalibawang Kulon Progo were in the Very Poor category with an average score of 3.21. At this stage, a teacher is required to have the ability to determine evaluation approaches and methods, prepare evaluation tools, and process evaluation results. The assessment of learning outcomes is an activity or method aimed at determining whether the learning objectives and learning processes that have been carried out have been achieved or not.

#### **h. Conducting assessments and evaluations of the learning process and outcomes**

The Ministry of Education and Culture (2013) states that the 2013 curriculum assessment is carried out by combining three aspects of knowledge, skills, and attitude. Teachers are required to master the eighth indicator, which is to assess and evaluate the process and results of cognitive, affective, and psychomotor tests. Fulfilling this pedagogical competency indicator is very important. The assessment indicators of the core competency of conducting assessment and evaluation of the learning process and outcomes include: 1) Teachers understand the principles of assessment and evaluation of the learning process and outcomes in accordance with the characteristics of the subjects they teach; 2) Teachers determine the procedures for assessing and evaluating the learning process and outcomes; 3) Teachers analyze the results of the assessment of learning processes and outcomes for various purposes; and 4) Teachers evaluate learning processes and outcomes.

Teachers often administer the assessment of PJOK learning processes and outcomes continuously in accordance with existing guidelines. Teachers more often conduct tests to determine the extent of participants' mastery.

Students on the material that has been taught. The results of the study show that the assessment and evaluation of the process carried out by teachers can be considered good, with an average score of 3.27. Teachers conduct tests to determine students' mastery of the material and administer them in accordance with school regulations. With the implementation of assessment administration and portfolio assessment, students' progress in learning can be observed. The results of the assessment administration can then be used by teachers to determine the completeness of PJOK learning.

According to research (Nuryani 2014), during the learning process, teachers are required to carry out assessment and evaluation of the learning process and outcomes. The implementation of the evaluation starts from evaluation planning, test question creation, processing and analyzing test results, to interpreting and following up on the evaluation results (Rasam et al., 2019, pp. 1399-1415). Process evaluation can be seen from the teacher's monitoring of student learning progress during the learning process by asking students questions. In addition, learning process assessment includes student participation, student activity, student personality/attitude, student independence, student courage, and student sportsmanship.

#### **i. Utilizing assessment and evaluation results for learning purposes**

In terms of utilizing assessment and evaluation results for learning purposes, PJOK teachers more often use assessment and evaluation results to determine learning completeness, but they do not fully communicate the results of assessment and evaluation to students.

Based on the results, the fulfillment of the indicator of utilizing assessment and evaluation results for learning purposes can be said to be in the poor category with an average of 3.24. As a follow-up to the evaluation results, there are still teachers who rarely provide remedial lessons for those who have not achieved learning completeness/KKM and enrichment for those who have

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achieved learning completeness/KKM. Teachers do this by communicating the research results to students, either by reading them aloud or writing them down.

In addition, they also follow up by providing guidance or activities, for example, at the end of the lesson, students are required to understand the material presented in the next meeting or given homework on questions that have not been answered. In general, evaluation can be used as a feedback process. Evaluation is the basis for assessing the level of success of children in each learning process, semester, and year. In the world of education, evaluation must still be carried out. This is because teachers need to have knowledge and understanding of students' learning outcomes in order to help teachers reflect on and improve their performance in the next learning period, as this information is very important for planning (Yusrizal, 2015, pp. 27-37).

### **j. Performing reflective actions to improve the quality of learning**

One of the pedagogical competencies that teachers must perform is reflective action. Reflective action is the act of providing feedback to students about the material and learning process that has been carried out. Reflective action is performed to evaluate the learning activities that have been carried out. In addition to determining student abilities, reflective activities are also carried out to evaluate teacher performance, analyze student learning difficulties, and improve the learning process (Maksimovic & Osmanovic, 2018, pp. 306-324). As stated by Zulfa (2017, pp. 1-20), the benefit of reflective action is that teachers can evaluate the learning process, including the media, methods, material, students, and even the teacher's own performance. The problems encountered in reflective activities are the difficulty teachers have in managing time and the varying types of reflective actions. A solution that can be used to overcome this problem is to create a reflection journal. In addition, through

Classroom Action Research (CAR), educational and learning problems can be examined, improved, and resolved, so that innovative education and learning processes and better learning outcomes can be realized systematically (Jannah, 2015, pp. 257-264). Reflective action can be used to identify shortcomings or problems that have occurred during the learning process. Teachers carry out this reflective activity by inviting students to jointly summarize the learning outcomes that have been achieved. However, the lack of learning hours in each meeting has resulted in PJOK teachers not carrying out reflective actions to the fullest extent possible. In addition to not carrying out reflective actions to the fullest extent possible, PJOK teachers have also not conducted classroom action research (CAR), only assisting students who are conducting research. Based on the results, the fulfillment of the indicator of conducting reflective actions to improve the quality of learning can be said to be in the insufficient category with an average of 3.13.

## **IV. CONCLUSIONS**

Based on the results of the study, it can be concluded that the Pedagogical Competency Evaluation of Physical Education and Health Teachers in Public Elementary Schools in Kapanewon Kalibawang Kulon Progo, with a score of 3.24, falls into the inadequate category. Based on each evaluation component, the following conclusions were obtained.

1. Antecedents of the Pedagogical Competency Evaluation of Physical Education and Health Teachers at State Elementary Schools in Kapanewon Kalibawang Kulon Progo was 3.28, which is in the good category.
  - a. The indicator of mastery of student characteristics in terms of physical, moral, spiritual, social, cultural, emotional, and intellectual aspects was 3.31 in the good category, because teachers must have an understanding of the nature and characteristics of students and their development, understand several educational concepts that are useful in helping students, and be able to determine the appropriate approach to apply to students.
  - b. Mastery of learning theories and educational learning principles scored 3.30 in the good category, because PJOK teachers often apply a creative educational learning approach in every PJOK lesson, thereby creating an enjoyable learning process and Conducive.
  - c. Developing the PJOK curriculum scored 3.23 in the poor category because teachers did not fully understand the principles of curriculum development due to the excessive amount of administrative work. Teachers who initially created syllabi and lesson plans according to the conditions of their respective schools are now required to develop lesson plans in accordance with the government syllabus while also considering the conditions of the schools where they teach in order to meet all of these requirements.
  - d. The indicator for conducting educational learning is 3.29 in the good category, because teachers have developed complete learning plans that cover cognitive, affective, and psychomotor aspects. Teachers also frequently conduct educational learning in classrooms, laboratories, and fields while paying attention to the required safety standards.
2. Transactions Evaluation of the Pedagogical Competence of Physical Education and Health Teachers in Public Elementary Schools in Kapanewon Kalibawang Kulon Progo is 3.22 in the very poor category.

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- a. Utilizing information technology for learning purposes scored 3.08 in the very poor category, because PJOK teachers still rarely use the LCD projector facilities owned by the school. Teachers are still trying to utilize information and communication technology in learning, such as using laptops and LCD projectors. Facilitating the development of students' potential to actualize their various potentials by 3.28 in the good category, because learning is an activity of exploration, elaboration, and confirmation to transform, preserve, and criticize. Science and technology and culture carried out inside and outside the classroom. Efforts to provide learning outside the classroom can encourage students to be more creative in the learning process.
- b. Communicating effectively, empathetically, and politely with students at a level of 3.32 in the good category, because teachers must master teaching skills in terms of opening and closing lessons, asking questions, providing reinforcement, and varying teaching methods. This ensures that in the teaching process both inside and outside the classroom, students will easily grasp the material presented.
3. The results of the Pedagogical Competency Evaluation of Physical Education and Health Teachers in Public Elementary Schools in Kapanewon Kalibawang Kulon Progo were 3.21 in the very poor category.
  - a. The indicator of conducting assessments and evaluations of the learning process and outcomes was 3.27 in the good category, because teachers conducted tests to determine student mastery and administered them in accordance with school rules. With the administration of assessments and portfolio assessments, the development of students in learning can be seen.
  - b. Utilizing the results of assessments and evaluations for learning purposes scored 3.24 in the poor category because there are still teachers who rarely provide remedial lessons for those who have not achieved learning completeness/minimum competency standards (KKM) and enrichment for those who have achieved learning completeness/KKM.
  - c. Performing reflective actions to improve the quality of learning scored 3.13 in the very poor category, because the lack of learning hours in each meeting meant that reflective actions were not performed optimally by PJOK teachers.

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