

Differences in Pedagogical Abilities of PJOK (Physical Education Sports Health) Teachers in Public Junior High Schools in Gunungkidul Regency in Terms of PPG (Teacher Professional Education Program) And Non PPG Qualifications and Length of Teaching Time

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ABSTRACT: This study aims to (1) Find out the differences in pedagogical competence of PJOK teachers in State Junior High School in Gunungkidul Regency in terms of PPG and Non PPG qualifications. (2) Find out the differences in pedagogical competence of PJOK teachers in State Junior High School in Gunungkidul Regency in terms of length of teaching. This research is comparative research. The study population was PJOK teachers in public junior high schools in Gunungkidul Regency, totaling 34 teachers. The sampling technique used purposive sampling, with the criteria of (1) PJOK teachers in public junior high schools in Gunungkidul regency, (2) male and female, (3) status as civil servants (PNS/P3K), (4) complete the questionnaire. Based on these criteria, the sample in this study amounted to 29 PJOK teachers. The instrument used a questionnaire. Data analysis using independent sample t-test. The results showed that (1) There is a significant difference in the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency based on PPG and Non PPG qualifications, $t_{count} 2.709 > t_{table} 2.052$, and $p\text{-value } 0.012 < 0.05$. Pedagogical competence of public junior high school PJOK teachers in Gunungkidul regency with PPG qualifications is better than Non PPG qualifications. (2) There is a significant difference in pedagogical competence of public junior high school PJOK teachers in Gunungkidul regency based on length of teaching ≤ 5 years and > 5 years, $t_{count} 2.748 > t_{table} 2.052$, and $p\text{-value } 0.011 < 0.05$. The pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency for a long time.

KEYWORDS: pedagogical competence, physical education teachers, PPG, Non PPG, length of teaching experience

INTRODUCTION

Physical Education learning is very important, because it facilitates the holistic development of learners both as individuals and members of society, thus enabling their natural growth and maturation (Jeong & So, 2020, p. 2). An important role in learning PJOK lies with the teacher. According to (Moon et al., 2017), school staff, especially teachers, are valuable assets that contribute significantly to school success. Therefore, improving the quality of teachers and support staff is essential to achieve optimal educational goals. (Komari et al., 2024) state that educators need to understand and practice educating in the 21st Century to provide 21st century skills to learners. The skills that teachers need to master in the 21st Century are mastering technology, good communication, being able to control themselves, thinking critically, mentoring, being creative, and adapting. Teachers through these skills are expected to be able to develop the potential/talent interests of students to face the evolving times (Valverde-Esteve, 2021). Given the central role of PJOK teachers in achieving educational goals at school, PJOK teachers must have adequate abilities. Competence is a reflection of the level of knowledge, skills, values and attitudes that are reflected through real habits of thought and action (Huda & Teh, 2018). A teacher's expertise can be seen from the competence of pedagog

The results of the UKG, which include pedagogical competence and professional competence, the acquisition of teacher scores with a minimum of 80 points does not amount to more than 30% or around 70% are declared not to have passed and are considered not to have met the competencies as a teacher =. Not fulfilling these basic competencies presents a negative stigma on the quality of a teacher, while the quality of a teacher is an important prerequisite for the success of improving the quality of education (Kalin et al., 2017; Mutluer & Yüksel, 2019). Therefore, the government through the Indonesian Ministry of Education,

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Culture, Research and Technology (Kemdikbudristek) has organized professional education for teachers. Professional Teacher Education (PPG) is an education program that prepares teachers as quality human resources to meet the ideal conditions of teachers in Indonesia which include aspects of competence, qualifications, distribution, and quantity. In addition to being physical evidence of teacher professionalism, teaching certificates also play a role in providing better career opportunities in the future. This is because by having an educator certificate, teachers will get a professional allowance which is very useful to be able to guarantee their living needs (Andika & Pramudiana, 2023).

The results of (Nikmah et al., 2022) show that there is a significant relationship between teacher teaching experience and teacher performance. Teaching experience naturally teaches a person to improve their performance. The results of (Khairunisa et al., 2023) show that the results show that there is an influence between teaching experience and the classroom management skills of a high school teacher. However, teaching experience does not have a significant influence on a teacher's classroom management skills. Rather, there is a role of other factors that have a greater influence on the good and bad skills of teachers in managing the classroom. Learning depends on tenure, as shown by (Sutrisno et al., 2023), which concluded that chemistry teachers with ≥ 10 years of service have better TPACK (Technological Pedagogical Content Knowledge) competencies compared to teachers who have < 10 years of service.

The above presentation is certainly interesting to study and research more deeply, therefore, the objectives to be achieved in this study are in accordance with the existing problems, namely to: (1) To find out the differences in pedagogical competence of PJOK teachers in public junior high schools in Gunungkidul Regency in terms of PPG and Non PPG qualifications. (2) To find out the differences in pedagogical competence of PJOK teachers in public junior high schools in Gunungkidul Regency in terms of length of teaching.

METHODS

This research is comparative research. The population in the study was PJOK teachers in public junior high schools in Gunungkidul Regency, totaling 34 teachers. The sampling technique used was purposive sampling, totaling 29 physical education teachers. Scoring is used using a Likert scale. Data collection instruments for pedagogical competence of PJOK teachers in public junior high schools in Gunungkidul Regency in terms of PPG and Non PPG qualifications and length of teaching as follows:

Table 1. Pedagogical Competence Instrument Grid

Variable	Factor	Item
Pedagogical Competence of Physical Education Teacher	Ability to develop lesson plans / teaching modules for PJOK	1-15
	Ability to Implement PJOK Learning Activities/Scenarios	16-35
	Ability to Conduct Assessment of PJOK Learning	36-45
Total		45

The test used to determine the difference uses the t-test. The t-test is a statistical analysis technique that can be used to determine whether there is a significant difference between two sample means or not. The t-test used is an independent sample test (two groups of unpaired samples).

RESULTS

Descriptive statistics of pedagogical competence data of public junior high school PJOK teachers in Gunungkidul Regency are presented in Table 2.

Tabel 2. Descriptive Statistics

Statistik	PPG	Non PPG	≤ 5 Year	> 5 Year
N	12	17	16	13
Mean	3.34	2.90	2.89	3.33
Median	3.23	2.84	2.84	3.47
Mode	3.09 ^a	2.93	2.47 ^a	2.93 ^a
Std. Deviation	0.56	0.31	0.27	0.57
Minimum	2.47	2.47	2.47	2.49
Maximum	4.36	3.53	3.44	4.36

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The hypothesis (Ha1) proposed is “There is a significant difference in the pedagogical competence of PJOK teachers in Gunungkidul Regency in terms of PPG and Non PPG qualifications”.

The hypothesis (Ha2) proposed is “There is a significant difference in the pedagogical competence of PJOK teachers in Gunungkidul Regency in terms of length of teaching (≤ 5 years and > 5 years)”.

The results of the analysis of pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency in terms of length of teaching (≤ 5 years and > 5 years) obtained data in Table 3.

Tabel 3. Independent Sample Test

Qualification	Mean	t count	t table	sig
PPG	3.34	2.709	2.052	0.012
Non PPG	2.90			
Length of Teaching	Mean	t count	t table	sig
≤ 5 Year	2.89	2.748	2.052	0.011
> 5 Year	3.33			

Based on the analysis results in table 3 above, it can be seen that tcount 2.709 > t table (df 27) 2.052, and p-value 0.012 < 0.05. These results indicate that Ha1 which reads “There is a significant difference in the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency based on PPG and Non PPG qualifications”, is accepted. The difference in pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency based on PPG and Non PPG qualifications is 0.44, meaning that the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency with PPG qualifications is better than Non PPG qualifications.

Based on the analysis results in table 3 above, it can be seen that t-count 2.748 > t table (df 27) 2.052, and p-value 0.011 < 0.05, these results indicate that Ha2 which reads “There is a significant difference in the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency based on the length of teaching ≤ 5 years and > 5 years”, is accepted. The difference in pedagogical competence of Public Junior High School PJOK teachers in Gunungkidul Regency based on the length of teaching is (-0.44), meaning that the pedagogical competence of Public Junior High School PJOK teachers in Gunungkidul Regency with a length of teaching > 5 years is better than the length of teaching ≤ 5 years.

DISCUSSION

Based on the results of descriptive analysis shows that the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency in terms of PPG qualifications is in the “sufficient” category of 50.00% (6 teachers). Based on the results of descriptive analysis shows that the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency in terms of Non PPG qualifications is in the “sufficient” category of 70.59% (12 teachers). This means that PJOK teachers in public junior high schools in Gunungkidul Regency have adequate pedagogical competence, but still need to be improved to achieve higher qualifications. The pedagogical competence in question includes the teacher's ability to design learning, implement learning, and assess learning outcomes.

PPG qualification is one of the indicators used to assess teachers' pedagogical competence. PPG is an education program designed to improve teachers' competence in designing and implementing effective learning. In this context, the PPG qualifications possessed by PJOK teachers in public junior high schools in Gunungkidul Regency show that they have met the pedagogical competency standards set by the government.

Based on the results of the analysis, it shows that there is a significant difference in the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency based on PPG and Non PPG qualifications. The pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency with PPG qualifications is better than Non PPG qualifications. These results are supported in (Sa'Diyah, 2023) which shows that the PPG Program is an education to produce teachers with educator certificates or qualified certification teachers as recognition of their professionalism which can affect educational success. The results of research by (Tintigon et al., 2023) revealed that there was indeed an increase in the ability of post-PPG teachers compared to teachers who did not participate in PPG.

The study conducted by (Chang et al., 2024) aimed to examine the impact of Indonesia's pre-service teacher professional education (PPG) program on the technology pedagogy content knowledge (TPACK) competencies of pre-service science

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teachers. ANOVA results revealed a significant positive effect of the PPG program on TPACK scores, except when comparing non-PPG pre-service teachers to in-service teachers with less than two years of experience. Pre-service PPG teachers showed greater confidence in the technology-related components of TPACK. In contrast, in-service teachers with more than two years of experience showed higher overall TPACK scores, particularly in pedagogical knowledge, content knowledge and pedagogical content knowledge. These findings highlight the effectiveness of government-sponsored teacher training in improving TPACK while recognizing the valuable expertise that experienced teachers bring to practice.

The study of (Nurwataniah et al., 2022) with the aim of knowing the mastery of aspects of a comprehensive test of teachers who follow PPG, the research method uses a quantitative approach with a survey method. The results of the research from mapping the aspects of mastery of the comprehensive test of PPG graduates are teacher performance before and after attending PPG, mastery of essential study fields of PPG graduates with very good categories, mastery of advanced study field materials of PPG graduates with good categories; mastery of pedagogical materials with good categories; mastery of HOTS-based materials with good categories; and mastery of TPACK integrated materials with very good categories. The PPG training program for elementary school teachers is very effective in improving teacher competence.

Teachers to obtain educator certification, then the way is to take part in a professional education program organized by the university organizing educator certification. One of the professional education programs created by the government is Teacher Professional Education (PPG) (Afriadi et al., 2023). The PPG program is one of the efforts made by the government, in this case the Ministry of Education and Culture, as an effort to prepare educators or prospective educators who are professional and have special expertise (Abbas et al., 2023). The PPG program has a general goal of producing prospective teachers who have the ability to realize the goals of national education as stated in Law Number 20 of 2003 article 3, namely: "developing the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

In addition to pedagogical competence, professional competence, and personality competence, the implementation of PPG is also able to improve teachers' social competence (Nurwataniah et al., 2022). Teachers who have completed teacher professional education (PPG) are entitled to be recognized as professional teachers by holding a degree (Gr) and proven by the acquisition of an educator certificate (Maryani, 2022). In addition to being physical evidence of teacher professionalism, teaching certificates also play a role in providing better career opportunities in the future. This is because by having an educator certificate, teachers will get a professional allowance which is very useful to be able to guarantee their living needs (Andika & Pramudiana, 2023). Thus, through PPG, it can improve teacher performance which has an impact on the public's view of the competence of a teacher as the main actor in realizing quality education (Haq & Giatman, 2019).

Teacher Professional Development has been considered an important factor in improving education quality and teacher effectiveness (Gore et al., 2017). It has been recognized as a critical role in improving teacher competencies; meeting the evolving needs of learners; preparing teachers for the changing landscape of technology and education systems (Bi & Yan, 2024; Haug & Mork, 2021). Given these implications, for Teacher Professional Development programs to be successful, they must be able to change teachers' practices and beliefs, a concept referred to as teacher change.

Changes in teachers' beliefs depend on new practices improving learner achievement, that is, teachers' beliefs in new practices depend on whether those practices have a real effect on learner achievement (Basikin, 2023). The PPG program is expected to be able to answer various educational problems, such as: shortage of teachers, especially in the outermost, foremost, and disadvantaged areas, unbalanced distribution, under qualification, low competence teachers, and mismatch between educational qualifications and the field being taught (mismatched).

Based on the results of descriptive analysis, it shows that the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency with ≤ 5 years of teaching is in the "sufficient" category of 81.25% (13 teachers). The pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency who have been teaching for ≤ 5 years is in the "sufficient" category because PJOK teachers are still in the process of learning and developing teaching skills. Nevertheless, PJOK teachers have shown adequate ability in planning, implementing, and assessing the learning process.

However, it still needs to be improved in terms of preparing clear and specific learning objectives, using varied and interactive learning methods, and using diverse and accurate assessment techniques. Factors that influence the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency who have been teaching for ≤ 5 years in the "sufficient" category are teaching experience, education and training, and work environment.

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Based on the results of descriptive analysis, it shows that the pedagogical competence of public junior high school P.E. teachers in Gunungkidul Regency with teaching duration > 5 years is in the "good" category of 38.46% (5 teachers). The pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency who have been teaching for > 5 years is in the "good" category because they have shown high ability in planning, implementing, and assessing the learning process. They have had extensive experience in teaching and have developed effective teaching skills. PJOK teachers who have been teaching for > 5 years have shown good ability in developing clear and specific learning objectives, using varied and interactive learning methods, and using diverse and accurate assessment techniques. They have also demonstrated good skills in managing the classroom and developing students' abilities.

Factors that influence the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency who have been teaching for > 5 years in the "good" category are extensive teaching experience, relevant education and training, and a supportive work environment. Thus, the pedagogical competence of public junior high school physical education teachers in Gunungkidul Regency who have been teaching for > 5 years can be an example for other teachers in improving student learning outcomes.

Based on the results of the analysis, it shows that there is a significant difference in the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency based on the length of teaching ≤ 5 years and > 5 years. Pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency with teaching duration > 5 years is better than teaching duration ≤ 5 years. These results are supported in the research of (Podolsky et al., 2019) found that teaching experience is positively related to increased learner achievement throughout a teacher's career; as teachers gain experience, learners tend to be more successful in measures of success beyond test scores; teachers gain a greater increase in effectiveness when teaching in a supportive and collegial environment, or gathering experience in the same class, subject, or district; and more experienced teachers provide benefits to other teachers.

(Ariem & Cabal, 2021) state that effective learning relates to the learner as a person and their development in general. In addition, effective learning in the classroom depends on the teacher's ability to maintain the interest that keeps learners interested in the subject. The results of Nikmah et al.'s research (2022) show that there is a significant relationship between teachers' teaching experience and teacher performance. Teaching experience naturally teaches a person to improve their performance. The results of research by (Khairunisa et al., 2023) show that the results show that there is an influence between teaching experience and the classroom management skills of a high school teacher.

(Junita & Mulyana, 2021) state that teachers who have more than 10 years of service have more experience in teaching and if faced with a problem it will be easier to overcome it because they are used to dealing with problems that occur during teaching. Teachers who have a tenure of more than 10 years show behavior that will not give up easily from teachers who have less tenure and show behavior that is easy to find solutions to problems that occur in teaching. This is in line with research conducted by (Demirtaş & Küçük, 2019) the results obtained are that there are significant differences between teachers who have a tenure of 1 to 5 years with a tenure of 16 years and over.

There are significant differences in teacher performance based on tenure, in the sense that teachers with longer tenure show better performance than teachers with shorter tenure. Teacher experience will significantly affect their ability to carry out tasks and improve teacher competence (Winarni & Lismadiana, 2020). For teachers who have only had several years of teaching experience or have no experience at all, it will be different from teachers who have years of teaching experience. So, the longer and more teaching experience, the better the task will be in guiding students to achieve learning goals, according to the results of their teaching experience.

Teachers who have long teaching experience will affect their teaching skills, the longer the teacher teaches, the higher the level of ability and skill in teaching. Teacher teaching experience refers to the length of time a teacher teaches in school, teachers who have years of teaching experience for a long time, the higher the level of teaching abilities and skills, and the higher the ability to carry out their teaching duties. The higher a teacher's teaching experience, the better his or her ability to work.

The higher the experience and the more often a person does the same job, the more skillful and faster in completing the job. The more kinds of work a person does, the richer and broader his work experience, and allows for improved performance. Thus, the experience gained by teachers while teaching at school will certainly be very influential in achieving results. For teachers with only one year of teaching experience, for example, it will be very different from teachers with many years of teaching experience.

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The teacher's tenure or teaching period is calculated from the time the teacher concerned first performed his duties as a teacher in the education unit which is expressed in units of years or starting from the date a teacher starts serving as a teaching staff (Junita & Mulyana, 2021). The longer the teacher's tenure in teaching, it can be said that the experience and knowledge related to his field of work are getting wider. Teaching is a series of activities carried out by a teacher starting from planning, implementation and assessment/evaluation, so that there is a transfer of knowledge to students or in other words, teaching aims to help students to answer about their environment in an effective way.

Teaching experience has an important effect on teacher professionalism. The results of (Alamsyah et al., 2020), that teaching experience affects teacher professionalism simultaneously and positively, so that the more a teacher's experience increases, the higher his professionalism and the teacher will be more qualified. Teaching experience naturally teaches a person to improve their performance. The teacher's work experience is also able to foster the expertise and professionalism of a teacher, because experience is the best school for humans to address life problems, especially in the world of work to produce good performance as well (Tangge & Ferlin, 2018). Younger teachers' analytical abilities and skills are not as good as older teachers. Professional qualification requirements require teachers to master the material they teach. A teacher's background is important and influential in order to perform their duties competently.

The more teaching experience teachers have, the more knowledge they have. The more years of service a teacher has, the more experience he or she is expected to have. So, ideally, if the frequency of training and teaching experience increases, there should also be an increase in teacher professionalism. The higher and more often a person does the same job, the more skillful and faster in completing the job. The more kinds of work a person does, the richer and broader his or her work experience, and the more likely it is that performance will improve (Wairatta et al., 2024). Thus, the experience gained by teachers while teaching at school will certainly be very influential in achieving results.

The teaching experience of teachers as educators is an important thing in determining success in education. Teaching experience is the period of work of teachers in carrying out their duties as educators in certain educational units in accordance with a letter of assignment from an authorized institution (can be from the government, and / or community groups organizing education). Teaching experience in this case is the length of service as a teacher. The period of work or teaching experience is calculated since the person concerned worked as a teacher both as a civil servant and non-civil servant.

For teachers, there must be physical evidence that the person concerned teaches at the school. Physical evidence of this component can be in the form of a valid decree/certificate from an authorized institution. The length of service as a teacher will provide different experiences between one teacher and another. In concept, the longer the tenure as a teacher, the more experience it means, so a teacher who has a long tenure will not be the same as a new teacher. A teacher who has teaching experience and a relatively long teaching tenure, will have a high level of ability or work performance as a teacher (Sahari, 2018). The teaching experience of a teacher in the world of education greatly influences the deepening of the teaching and learning process of students. This means that the more teaching experience a teacher has, the more knowledge they have. So, ideally, if the level of education, frequency of training, and teaching experience of teachers increases, there will also be an increase in teacher professionalism. The success of a teacher can be seen if the existing criteria have been achieved as a whole. If the criteria have been achieved, it means that a person's work is considered to have good quality work. Teacher performance is the visible result of a series of abilities possessed by a teacher (Ulfa & Ramadhansyah, 2023).

At least teachers have done their work in such a way that they know what they are doing, so experience can be useful in future teacher duties. Every experience a teacher has helps him bring specialized skills and knowledge to his job. People who do a certain type of work repeatedly over a period of time are very good at it. The classroom experience is essentially a summary of what is experienced in teaching, an understanding of what is experienced is gained in the form of knowledge, skills and values there.

For teachers who already have a long teaching experience, they can improve their performance for the better. Teachers must have high responsibility, be professional in their work, totality in duty, improve skills, continue to hone their abilities and like challenges because with challenges or problems in teaching, teachers must be more professional in dealing with them. Teaching experience is important for an educator to be more skillful in carrying out his duties and solving the problems he faces. Through teaching experience, a teacher can cultivate expertise and professionalism. Therefore, experience is the best school for humans to address life's problems, especially in the world of work, especially in the world of education in order to produce good performance and satisfying results.

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Teaching experience is an important part of the process of developing one's skills. But it also depends on education and training. This experience and training will be gained through a period of work. Through teaching experience a person consciously or unconsciously learns, so that eventually he will have technical skills, as well as skills in dealing with work. Through experience and the level of education possessed by the teacher, the teacher will be easier and maximized in completing any work assigned.

CONCLUSIONS

Based on the results of data analysis, description, testing of research results, and discussion, it can be concluded that: (1) There is a significant difference in the pedagogical competence of public junior high school PJOK teachers in Gunungkidul Regency based on PPG and Non PPG qualifications, $t\text{-count } 2.709 > t \text{ table } 2.052$, and $p\text{-value } 0.012 < 0.05$. Pedagogical competence of public junior high school PJOK teachers in Gunungkidul regency with PPG qualification is better than Non PPG qualification. (2) There is a significant difference in pedagogical competence of public junior high school PJOK teachers in Gunungkidul regency based on length of teaching ≤ 5 years and > 5 years, $t\text{count } 2.748 > t \text{ table } 2.052$, and $p\text{-value } 0.011 < 0.05$. Pedagogical competence of Public Junior High School PJOK teachers in Gunungkidul Regency with teaching duration > 5 years is better than teaching duration ≤ 5 years. For teachers, more often attend training and training related to improving the pedagogical competence of PJOK teachers, so that teachers get additional insight and knowledge about how to motivate themselves at work. For future researchers, it is hoped that they can get more respondents so that the results obtained can be generalized. Future researchers are also expected to use other data collection methods, so that the research results are much better.

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