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# The Relationship of Teacher's Professionalism with Physical Education Results

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**Abstract:** This study aims to determine the correlation between teacher professionalism and Physical Education learning outcomes. The subjects in this study were students of VII grade BrigjendKatamso Junior High School, amounting to 216 students, who were given an action in the form of an assessment of the Physical Education teacher using a questionnaire, and the type of this study used was descriptive. Based on the data distribution of professional grade teacher questionnaire VII professional BrigjendKatamso Junior High School obtained the highest score of 97 and the lowest score of 61. The results of the distribution of professional Physical Education teachers obtained an average value of 80.71 and a standard deviation of 243.50. Based on data distribution of learning outcomes of Physical Education students obtained an average value of 81.42 and a standard deviation of 1.8113. The results of the study concluded that there was a significant relationship between teacher professionalism and the learning outcomes of Physical Education students in VII grade BrigjendKatamso Junior High School. This can be seen from the results of calculations between teacher professionalism data and student learning outcomes obtained result of 0.701 with  $t_{table} = 1\%$  level with  $N = 216$  is 0.81. Then the  $r$  count = 0.071 >  $t_{table} = 0.181$  and the coefficient of determination  $R^2 = 70.1$  which means the professionalism of teachers contributes or influences of 70.1% of the learning outcomes of Physical Education. From the results of  $t$ -test calculations obtained  $t$  score (14.38) >  $t_{table}$  (1.645) means that there is a significant relationship between teacher professionalism and the learning outcomes of Physical Education students in VII grade BrigjendKatamso Junior High School.

**Keywords:** Professionalism, Physical Education Teacher

## 1. Introduction

Being a professional physical education teacher is not as easy as one might imagine (Sinulingga, Albadi., Suprayitno, Dian Pertiwi, 2019), (Syaleh, 2019), (Nugroho, A., & Raharjo, F. M., 2019). It is wrong if there are those who think they can only become whistles with physical education in school. On the contrary, it is more difficult to become a professional physical education teacher compared to being a subject subject teacher. This is due to the fact that physical education subjects have more complex problems compared to other subjects. Therefore not biased other subject teachers are asked to teach physical education subjects or vice versa. The profession of physical education teacher is generally the same as other subject teachers in general, but in particular there is a difference in principle and this is its own characteristic (Rahma Dewi, A., 2017), (Habibi, M., Akhmad, I., & Valianto, B., 2019).

Realizing the process of education and teaching activities, the most important elements include how teachers can stimulate and direct students in learning (Ulfah, 2019), (Afandi, M. Supriadi, A., & Dewi, R., 2020), (Bafirman, Hanif Badri Badri, 2020) which in turn can encourage students in achieving optimal learning outcomes. Teaching can stimulate and guide a variety of approaches and learning, where each approach can lead to the achievement of different learning goals. But whatever the subject of teaching is essential helping students gain knowledge, skills, attitudes and ideas that lead to changes in student behavior and growth.

After the learning process takes place the teacher must conduct an evaluation in the teaching and learning process in order to get proof that will show the extent to which the ability and success of students in achieving curricular goals.

In addition, the teacher can also be used to assess the effectiveness of teaching experiences, learning activities, and teaching methods used.

It should be emphasized here that the evaluation of student learning outcomes is not only related to cognitive aspects, but also regarding application or performance, active aspects concerning attitudes and internalization of values that need to be instilled and fostered through the subjects that have been given. Overall starting from the teaching-learning process, which is carried out by the teacher and students in accordance with the specified curriculum to the evaluation of the results of the teaching-learning process and the development of learning, it is all a system of interrelated education. By influencing other components. Thus the increasing professionalism of teachers will also affect the increasing results of student learning processes.

## 2. Method

This study uses a method that is deemed appropriate to the problem to be studied, namely a descriptive method using a correlational technique that aims to determine the relationship between teacher professionalism and student learning outcomes using a closed questionnaire to students. The population of this study was 288 students in VII grade SMP Swasta Brigjend Katamso, totaling 288 people from 9 classes. To determine the number of samples, the researcher is guided by opinions (Doli Siregar, Akhmad, I., & Sunarno, A., 2019) for just a hazard so if the subject is less than 100, it is better to take all so that the research is a population study. Furthermore, if a large number of subjects can be taken between 10-15% or 20-25% or more. Based on the opinion above, the researchers took 75% of the total population. Then the total population  $\times 75\% = 288 \times 75\% = 216$ . Then the sample used in this study were 216 students.

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The sampling technique using proportional sampling is that each sample incorporated in the population is given the opportunity to take the paper that has been provided as a draw. Before making the draw, preparations for the number of students in the class were held in small rolls, then put in a box. In the paper, the words YES and NO are given, which gets a paper that says "YES" is used as a sample that represents the class and vice versa that gets the writing "NO" then it is not used as a sample.

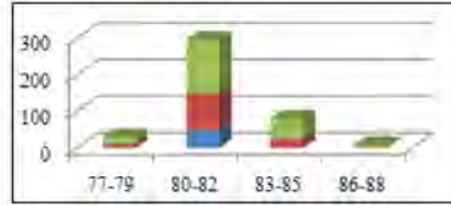


Figure 1: Histogram of student learning outcomes

Table 1: Number of samples after professional sampling

Class	Population Total	Proposive	Total
VIII-1	32 People	$\frac{32}{288} \times 216 = 24$	24 People
VIII-2	32 People	$\frac{32}{288} \times 216 = 24$	24 People
VIII-3	32 People	$\frac{32}{288} \times 216 = 24$	24 People
VIII-4	32 People	$\frac{32}{288} \times 216 = 24$	24 People
VIII-5	32 People	$\frac{32}{288} \times 216 = 24$	24 People
VIII-6	32 People	$\frac{32}{288} \times 216 = 24$	24 People
VIII-7	32 People	$\frac{32}{288} \times 216 = 24$	24 People
VIII-8	32 People	$\frac{32}{288} \times 216 = 24$	24 People
VIII-9		$\frac{32}{288} \times 216 = 24$	24 People
Total			216 People

From the histogram graph above explained that the highest value of students in Physical Education subjects was 80-82 obtained 149 students (69%). The average value of the physical education subjects of 216 students was 80.71. This proves that student learning outcomes in Physical Education subjects are in the high category. Furthermore, to determine the relationship between teacher professionalism and the learning outcomes of Physical Education students in VII grade SMP Swasta Brigjend Katamso, the product moment correlation formula was used. From the results of the calculation of product moment correlation, the calculated value  $r = 0.701$ . While  $r_{table} = 0.181$  with  $n = 216$ , so it can be seen  $r_{count} > r_{table}$ . The coefficient of determination is 0.71, which means the teacher's professionalism contributes or influences student learning outcomes. Significant or not between the two variables (X and Y) carried out testing with the t-test of the calculation results obtained  $t_{count} = 14.38$  which means greater than  $t_{table} = 1.645$  means that the relationship between teacher professionalism and the learning outcomes of VII grade students Physical Education Physical Examination Katamso is significant (has a meaningful relationship).

The instrument used in this study was a Likert scale question. Each question composed consists of 4 answer choices (Shandy Rizaldi, Rahmah Rahmah, I Wayan Sukrawan, 2019) each of the 4 answer choices is determined by the weighted score, namely: a) Always (S) is given a score of 4, b) Often (SR) is given a score of 3, c) Sometimes (KK) is given a score of 2, and 4) Never (TP) is given a score of 1.

### 3. Result and Discussion

Based on the results of a questionnaire regarding the relationship between teacher professionalism and physical education learning outcomes, the values obtained are as follows: The highest professionalism of Physical Education teachers (X) is 97 and the lowest is 61 with an average of 80.71 and a standard deviation of 24.35, for variables Physical education student learning outcomes (Y) obtain the highest value of 88 and the lowest value of 81.74 and a standard deviation of 1.81.

Table 2: Total Value of Overall Data Collection Results

No	Item	Indicator	Skore			
			Original	Should	100%	%
1	1-2	Ability to plan	1559	1728	100	90,21
2	3-5	Mastering subject matter	2106	2592	100	81,25
3	6-22	Carry out the teaching and learning process	12408	14688	100	84,47
4	23-24	Assess the progress of the process	1394	1728	100	80,67
Total			17434	20736	100	84,08

From the Physical Education learning table above shows that the highest frequency of students scored between 83-85, as many as 46 students (21.3%). And the lowest value is 77-79 as many as 16 students (7.4%). For more details can be seen in the following histogram.

Professionalisation of education personnel becomes a major need in society if the community itself recognizes it (Sucuoglu, E., & Atamturk, H, 2020), (Rusmin Wajdi, Jamaluddin Jamaluddin, 2019). Educational staff especially teachers are highly recognized by the community if the teacher has a high level of credibility, namely commitment, trustworthiness, and professionals in their fields affect the results obtained in the learning process (Collie, R. J., & Martin, A. J, 2017), (Betoret, F. D., & Artiga, A. G, 2010). A physical education teacher now and in the future is very professional. This is in line with competition in several aspects, namely social, technological, and humanitarian aspects, because the requirements for a person's ability to do professional work are increasing. The knowledge, skills, and attitudes that have been instilled by lecturers to prospective teachers are still very limited, therefore the prospective teacher students can always improve their dependence to develop and lead towards professionals (Nowak, Agata, Janowska-Tolloczko, Anna, & Knysak, Monika, 2016), (Özkara, Abdullah Bora, KalkavArslan, Alemdağ, Serdar, Alemdağ, Ceyhun, & Çavdar, Selma, 2017), (Stojanovic, S., & Zdravkovic, D, 2012).

### 4. Conclusion

To carry out educational and teaching tasks, it can be concluded that the understanding of professional teachers is those who have special abilities and expertise in the field of teacher training so that they are able to carry out their duties and functions as teachers with maximum abilities.



Professional teachers are people who are well educated and well trained and have rich experience in their fields. This study aims to determine the correlation of teacher professionalism with physical education learning outcomes. The subjects in this study were students in VII grade SMP Swasta Brigjend Katamso, amounting to 216 students, who were given an action in the form of an assessment of Physical Education teacher using a questionnaire, and the type of this study used was descriptive. The conclusion from the results of this study is that there is a significant relationship between the professionalism of teachers and the learning outcomes of Physical Education students in VII grade BrigjendKatamso Junior High School.

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