

Performance of Physical Education and Sports Teachers in Managing Elementary School Health Programs in Gerung District, West Lombok Regency, Indonesia

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Abstract

Objectives: Teacher performance is a key factor in determining the effectiveness of the learning process, including in physical education at the elementary school level. However, the performance of physical education, sports, and health teachers in Gerung District, West Lombok Regency, has not been clearly identified. This study aimed to describe the performance of elementary school physical education teachers in Gerung District, West Lombok Regency.

Materials and Methods: This study employed a descriptive quantitative design using a survey method. Data were collected through questionnaires administered to 13 physical education, sports, and health teachers and 130 elementary school students from public elementary schools in Gerung District, West Lombok Regency. The data were analyzed using descriptive statistical techniques in the form of percentages.

Results: The findings showed that the performance of elementary school physical education, sports, and health teachers in Gerung District generally fell into the sufficient to good categories. Based on performance indicators, mastery of physical education concepts and materials was categorized as fairly good (15.38%), understanding of student characteristics was very low (0.07%), mastery of learning management was in the good category (53.84%), mastery of learning strategies was also very low (0.07%), and mastery of learning outcomes assessment was categorized as fairly good (15.38%). In terms of student learning outcomes, none of the 130 students were in the poor category (0.00%). A total of 17 students (13.07%) were categorized as less good, 42 students (32.30%) as fairly good, 56 students (43.07%) as good, and 15 students (11.53%) as very good. Overall, the physical education learning outcomes of elementary school students in Gerung District were in the good category.

Conclusions: The performance of elementary school physical education, sports, and health teachers in Gerung District, West Lombok Regency, was generally classified as sufficient to good, with learning management identified as the strongest aspect. Student learning outcomes in physical education were predominantly in the good category. These findings suggest the need to strengthen teachers' understanding of student characteristics and the application of learning strategies to improve the quality of physical education instruction.

Keywords: Teacher Performance; Physical Education Teachers; School Health Programs; Elementary Schools; West Lombok

Introduction

Physical education is a learning process that uses systematically designed physical activities to develop students cognitively, organically, perceptually, neuromuscularly, and emotionally within the framework of the national education system. As part of the educational process, physical education should receive proportional attention because it contributes not only to students’ physical development but also to their overall well-being and quality of life (Melyza & Aguss, 2021). In addition, physical education and health learning directly involve movement-based activities that help students maintain and improve their health status. Physical fitness, therefore, needs to be improved and maintained continuously through regular and systematic efforts as part of an active and healthy lifestyle (Saputra & Aguss, 2021). The implementation of an active and healthy lifestyle is also an important strategy for improving physical fitness and supporting a better quality of life in society (Fahrizqi et al., 2020).

Education is one of the main foundations of national progress. The quality of education provided by a nation strongly influences the quality of its human resources and future development. In Indonesia, education plays a central role in human life, and physical education is one of the compulsory subjects taught from elementary to senior high school levels (Ikhsan, 2017a). Education is essentially a process of humanizing human beings, meaning that students should be guided toward maturity in ways that help them become autonomous individuals, think critically, and develop good moral character (Pristiwanti et al., 2022). In line with Law Number 20 of 2003 concerning the National Education System, education is an effort to guide students physically and mentally toward a better human civilization (Depdiknas, 2003).

Education is also a continuous and never-ending process that should produce sustainable outcomes for future generations based on cultural values and Pancasila (Hidayat et al., 2023). However, the reality shows that the success of education in Indonesia has not yet reached optimal levels. This can be seen in various educational problems, including inequality in educational policies and other shortcomings in the learning process. The learning process is the core of education and can serve as a benchmark for educational success because each subject is implemented through a specific learning program prepared by the teacher (Bararah, 2017). Therefore, successful educational efforts depend greatly on the

quality of the learning process, and one of the most decisive factors in this process is teacher performance.

Teachers are central figures in determining the success of educational efforts. Good teacher performance in teaching greatly affects student learning success. To determine whether teachers are able to carry out their duties properly, teacher competency assessment is needed. Such assessment provides information about teachers' abilities in performing their professional tasks and determines whether they meet the required competency standards (Muslimin, 2020). Performance itself refers to work results achieved in terms of both quality and quantity according to the responsibilities assigned (Irawati & Carrollina, 2017). In the educational context, teacher performance reflects visible achievements in carrying out instructional responsibilities and becomes an indicator of success in the teaching and learning process. High-performing teachers are more likely to succeed in organizing and delivering effective learning (Wiratama & Sintaasih, 2013).

Nevertheless, various facts indicate that teacher performance is still not optimal and therefore requires continuous improvement. Teacher performance is closely related to several competencies that teachers must possess. According to Law Number 14 of 2005 concerning Teachers and Lecturers, these include pedagogical, professional, personality, and social competencies (Ministry of National Education, 2005). In relation to the teaching and learning process at school, pedagogical and professional competencies are especially important because they directly influence planning, implementation, and evaluation in classroom practice. Performance can be measured using particular standards, including the quality of work, quantity of work, and timeliness in completing professional duties (Ismail, 2019). Previous studies also indicate that although teacher performance in physical education may be categorized as adequate, several pedagogical aspects still need improvement, particularly in planning, learning management, instructional implementation, and evaluation. In this regard, physical education teachers are expected to strengthen their role in improving student learning achievement in physical education, sports, and health (Riwu, 2017).

Teachers must teach wholeheartedly because they carry the responsibility of educating students in order to achieve national educational goals. In schools, teachers are assigned to teach according to their field of specialization, and this task requires commitment, competence, and effective instructional practice (Ali et al., 2017). In physical education, teachers are also required to select and apply appropriate, efficient, and meaningful learning strategies so that learning objectives can be achieved optimally. Effective learning strategies should involve students actively, creatively, and enjoyably, which in turn can increase

enthusiasm and participation in the learning process and contribute positively to their present and future lifestyles (Haris, 2018).

The existence of teachers as educators and instructors is one of the most influential elements in the Indonesian education system because they guide the younger generation in the right direction (Zubair et al., 2017). The competencies possessed by teachers reflect their quality in teaching, and teachers remain the most important part of the teaching and learning process. They are also the primary implementers of educational reform and play a very active role in achieving educational goals (Mulyani, 2019; Arifin, 2017). As stated by Ikhsan (2017b), teachers are professional educators whose main duties include educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education. Therefore, improving educational quality requires reliable human resources, namely professional teachers who are also supported by educational policy, infrastructure, leadership, school culture, and the surrounding environment (Rohman, 2020).

In schools, teacher performance is reflected in the ability to educate, teach, and train students effectively. The learning process will run well when supported by teachers who have high competence and performance because teachers are the spearhead of educational implementation and curriculum development. Quality teacher performance contributes directly to the development of quality human resources. Moreover, a conducive learning environment can be created when teachers apply good teaching principles and practices consistently (Sahabuddin, 2020). In the learning process, teachers are responsible for mastering subject matter, planning instruction, implementing learning activities, and evaluating learning outcomes. Instructional planning must be aligned with curriculum-based educational concepts and designed systematically so that students can achieve intended goals. Evaluation is then carried out to determine the extent to which the objectives have been achieved and how effective the learning process has been (Djuhartono et al., 2021; Arikunto, 2009).

The professional position of teachers requires them to act not only as instructors but also as facilitators, motivators, drivers, learning engineers, and sources of inspiration for students. This role demands the continuous development of professional attitudes and performance in response to changes and challenges in education (Anwar, 2020). The quality of a teacher can be seen through competence and work discipline, both of which influence teacher performance in schools (Damanik, 2019). Thus, teachers are expected to continue learning and developing themselves in order to achieve high competence and strong performance in carrying out their profession. Good teacher performance can be seen from

their success in planning, implementing, and evaluating learning, providing guidance and training to students, and demonstrating commitment to their professional responsibilities (Lailatussaadah, 2015).

These demands also apply to physical education teachers, who must demonstrate strong performance supported by standard competencies and adequate facilities for physical education learning. Based on preliminary observations conducted in several elementary schools in Gerung District, West Lombok Regency, teacher performance in physical education remains an important issue to examine. Teacher performance may influence how learning is carried out and how far students' knowledge and learning outcomes can be improved. However, empirical information regarding the performance of elementary school physical education, sports, and health teachers in Gerung District is still limited. Therefore, this study was conducted to describe the performance of elementary school physical education, sports, and health teachers in Gerung District, West Lombok Regency, in 2023.

Materials and Methods

Study Participants

This study employed a descriptive quantitative design using a survey method. The population consisted of 45 physical education, sports, and health teachers and 130 students from 13 elementary schools in Gerung District, West Lombok Regency. The sample of the study included 13 physical education, sports, and health teachers and 130 students from the same 13 elementary schools. The teacher sample was used to assess teacher performance, while the student sample was used to describe students' learning outcomes in physical education.

Study Organization

This study was conducted to describe the performance of elementary school physical education, sports, and health teachers in Gerung District, West Lombok Regency. Data were collected using a questionnaire as the main research instrument. The teacher performance instrument was adapted from Khoerul Mufti Priyanto (2013) and covered five main factors: mastery of physical education concepts/materials, understanding of student characteristics, mastery of learning management, mastery of learning strategies, and mastery of learning outcomes assessment.

The indicators of the instrument included the ability to explain and demonstrate physical education materials correctly, use various learning resources, understand differences in students' abilities and backgrounds, build close relationships with students, plan learning activities, implement classroom management techniques, apply a variety of learning

strategies, use instructional media, apply assessment techniques, assess students' work objectively, and provide feedback on students' assignments. The questionnaire consisted of 25 items.

Responses were measured using a modified Likert scale with five answer categories: Always, Often, Sometimes, Rarely, and Never. Each response was assigned a score based on the frequency chosen by the respondents. The collected data were then tabulated and prepared for statistical analysis.

Statistical Analysis

The data obtained from the questionnaire were analyzed using descriptive statistical techniques in the form of percentages. Percentage analysis was used to describe the level of teacher performance in each assessed factor and to classify student learning outcomes into predetermined categories. All statistical analyses were performed using SPSS version 29.

Results

The results of this study describe the performance of elementary school physical education, sports, and health teachers in Gerung District, West Lombok Regency, based on five assessed dimensions, namely mastery of physical education concepts/materials, understanding of student characteristics, mastery of learning management, mastery of learning strategies, and mastery of learning outcomes assessment. In addition, the results also present the distribution of students' learning outcomes in physical education.

Overall, the findings indicate that the performance of physical education, sports, and health teachers in Gerung District was generally categorized as sufficient to good. Among the assessed dimensions, mastery of learning management showed the highest percentage, while understanding of student characteristics and mastery of learning strategies showed the lowest percentages.

Based on the analysis, teacher performance in the dimension of mastery of physical education concepts/materials was classified in the fairly good category, with a percentage of 15.38%. Teacher performance in the dimension of understanding of student characteristics showed a percentage of 0.07%, indicating that this aspect still requires considerable improvement. In the dimension of mastery of learning management, the percentage reached 53.84%, which placed it in the good category and identified it as the strongest aspect of teacher performance in this study. Furthermore, teacher performance in the dimension of mastery of learning strategies was also 0.07%, suggesting that the use of varied and effective

instructional strategies remains limited. In the dimension of mastery of learning outcomes assessment, the percentage was 15.38%, which was categorized as fairly good.

To provide a clearer summary, the results of teacher performance across dimensions are presented in Table 1.

Table 1. Teacher Performance by Dimension

Dimension	Percentage	Category
Mastery of physical education concepts/materials	15.38%	Fairly good
Understanding of student characteristics	0.07%	Very low
Mastery of learning management	53.84%	Good
Mastery of learning strategies	0.07%	Very low
Mastery of learning outcomes assessment	15.38%	Fairly good

The data on student learning outcomes in physical education showed a generally positive distribution. Of the 130 students included in the study, 0 students (0.00%) were classified in the poor category. A total of 17 students (13.07%) were classified in the less good category, 42 students (32.30%) in the fairly good category, 56 students (43.07%) in the good category, and 15 students (11.53%) in the very good category. These findings indicate that most students were in the good category, followed by the fairly good category.

The distribution of students' learning outcomes is presented in Table 2.

Table 2. Distribution of Students' Learning Outcomes

Category	Frequency	Percentage
Poor	0	0.00%
Less good	17	13.07%
Fairly good	42	32.30%
Good	56	43.07%
Very good	15	11.53%

Based on these findings, it can be stated that the learning outcomes of elementary school students in physical education in Gerung District, West Lombok Regency, were generally in the **good** category. The dominance of the good category in student learning outcomes is in line with the finding that teacher performance was strongest in the area of learning management. However, the low percentages in understanding student characteristics and mastery of learning strategies suggest that these aspects should receive greater attention in order to further strengthen the quality of physical education learning.

Discussion

The findings of this study show that the performance of elementary school physical education, sports, and health teachers in Gerung District, West Lombok Regency, was generally categorized as **sufficient to good**. Among the assessed dimensions, mastery of learning management emerged as the strongest aspect, whereas understanding of student

characteristics and mastery of learning strategies showed the lowest percentages. These results indicate that although teachers have demonstrated an adequate ability to organize and manage learning, several important pedagogical components still require improvement.

The relatively strong result in learning management suggests that teachers were generally able to plan learning activities and organize the classroom process in a structured manner. Effective learning management is an important foundation in physical education because well-organized instruction can create a more conducive learning environment and support the achievement of learning objectives. In physical education settings, where activities often involve movement, space management, and student participation, the teacher's ability to manage learning becomes particularly important. This finding also supports the view that teacher performance is closely related to the success of the learning process and the quality of educational implementation in schools.

In contrast, the low result in understanding student characteristics indicates that teachers may not yet have optimally recognized differences in students' abilities, backgrounds, and individual learning needs. This aspect is essential because students in elementary schools have diverse physical, cognitive, emotional, and social characteristics that influence their participation in physical education lessons. A limited understanding of these differences may reduce the effectiveness of instruction, especially in designing activities that are inclusive and responsive to student diversity. Therefore, improving teachers' sensitivity to student characteristics is necessary in order to make learning more adaptive and student-centered.

Similarly, the very low percentage in mastery of learning strategies suggests that the use of varied and effective instructional approaches in physical education remains limited. This condition may affect student engagement, motivation, and overall learning quality. Physical education learning should not rely only on routine activity implementation, but also on the use of appropriate teaching strategies, methods, and media that encourage active, creative, and enjoyable participation. When teachers are able to apply different instructional strategies effectively, students are more likely to be actively involved in the learning process and to achieve better learning outcomes.

The findings related to mastery of physical education concepts/materials and mastery of learning outcomes assessment were categorized as fairly good. This suggests that teachers had a moderate level of competence in explaining physical education materials and in conducting assessment activities. However, these aspects still need to be strengthened. In physical education, mastery of subject matter is important not only for explaining concepts

correctly, but also for demonstrating movements and guiding students safely and effectively. Likewise, assessment competence is essential because teachers are expected to evaluate students objectively, fairly, and comprehensively, while also providing constructive feedback that supports improvement in student performance.

The student learning outcome data showed that most students were in the **good** category, followed by the **fairly good** category, with no students classified in the poor category. These findings indicate that physical education learning outcomes in elementary schools in Gerung District were generally positive. The dominance of the good category may be related to the relatively strong performance of teachers in learning management. When teachers are able to organize lessons effectively, students are more likely to participate in learning activities in an orderly and meaningful way. Even so, the results should be interpreted carefully because good learning outcomes do not necessarily mean that all dimensions of teacher performance have reached an optimal level.

The gap between the stronger aspect of learning management and the weaker aspects of understanding student characteristics and learning strategies provides an important implication. It shows that teacher performance is not uniform across all pedagogical dimensions. Teachers may be capable of managing instruction administratively and procedurally, but still need support in implementing more adaptive and innovative teaching practices. For this reason, teacher development programs should focus not only on classroom management, but also on strengthening pedagogical competence related to student diversity, instructional strategies, and assessment practices in physical education.

Overall, this study confirms that teacher performance remains a central factor in the implementation of quality physical education at the elementary school level. Teachers with better performance are more likely to support positive student learning outcomes. However, improving the quality of physical education learning requires continuous efforts to strengthen all aspects of teacher competence, particularly those that were found to be weak in this study. In this regard, professional development, school support, and reflective teaching practices are needed to enhance the performance of physical education, sports, and health teachers in Gerung District, West Lombok Regency.

Conclusions

This study concluded that the performance of elementary school physical education, sports, and health teachers in Gerung District, West Lombok Regency, was generally categorized as sufficient to good. Among the assessed dimensions, mastery of learning

management emerged as the strongest aspect of teacher performance, while understanding of student characteristics and mastery of learning strategies were identified as the weakest aspects and therefore require greater attention.

The findings also showed that the learning outcomes of elementary school students in physical education were generally in the **good** category. Most students were classified as having good learning outcomes, followed by those in the fairly good category, and no students were found in the poor category. These results indicate that physical education learning in the study setting has produced reasonably positive outcomes, although teacher performance has not yet been equally strong across all dimensions.

Overall, the study highlights that teacher performance remains an important factor in supporting the quality of physical education learning at the elementary school level. Strengthening teachers' understanding of student characteristics, improving the use of varied learning strategies, and enhancing assessment practices are necessary to further improve both instructional quality and student learning outcomes in physical education.

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Conflict of interest

If the authors have any conflicts of interest to declare.

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