

## MANAGEMENT OF SPORT AND HEALTH PHYSICAL EDUCATION TEACHER WORKING GROUPS (KKG PJOK) AS A STRATEGY FOR DEVELOPING PEDAGOGICAL COMPETENCE OF SPORT TEACHERS IN BALEENDAH

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### ABSTRACT

Management of the Physical Education, Sports and Health Teacher Working Group (PJOK) is a strategy to improve the pedagogical competence of sports teachers in Baleendah. This research aims to describe and analyze the management of the PEJOK teacher working group as a strategy for developing the pedagogical competence of sports teachers in Baleendah. This research approach uses a qualitative approach. This research uses a case study method with interview techniques, observation and documentation studies. The findings show that the PJOK teacher working group can help increase collaboration between teachers in sharing knowledge and experience in curriculum development according to student needs. In addition, this working group also facilitates continuous learning and increases teacher motivation to implement best practices in sports education. The research results show that the management of the PJOK teacher working group in Baleendah has made a significant contribution to developing the pedagogical competence of sports teachers. However, challenges such as limited time and resources become obstacles in implementing pedagogical competency development strategies. This research concludes that the management of the PJOK teacher working group in Baleendah has great potential as an effective strategy in developing the pedagogical competence of sports teachers. Recommendations for increasing the effectiveness of PJOK KKG management include increasing institutional support, developing collaboration networks, and utilizing information technology to facilitate communication and knowledge sharing among working group members.

**Keywords :** KKG Management, PJOK Teachers, Pedagogical Competence.

**A. INTRODUCTION** The Sports and Health Physical Education Teacher Working Group is a training forum for elementary school teachers in the sub-district environment which aims to improve pedagogical competence, personality competence, social competence and professional competence, this is in line with the decision Minister Education And Culture R.I NO. 0487 Year 1982 about School Base, And Decision Director General elementary education No.079/C/Kep/I/1993, about Guidelines for Implementing the Teacher Pedagogical Development System, that strategy training And enhancement pedagogy Teacher school base is formation group school, they through group Work Teacher (KKG PJOK).

Physical Education, Sports and Health Teachers (PJOK) in carrying out their educational duties are regulated in the National Education System Law (SISDIKNAS) number 20 of 2003. This provision is enforced to meet the national education standards implemented in the country. In the Law in question, it is stated in Chapter VI concerning Standards for Educators and Education

Personnel, Article 28 paragraphs 1 to 5 as follows: 1) Educators must have adequate academic qualifications and competencies, be physically and spiritually healthy, and also have the ability to realize educational goals. national; 2) The academic qualifications as referred to in paragraph 1 are the minimum level of education that must be met by an educator as proven through relevant diplomas and/or expertise certificates in accordance with applicable statutory provisions; 3) Competence as a learning agent at primary and secondary education levels as well as early childhood education which includes: (a) pedagogical competence; (b) personality competence; (c) professional competence; and (d) social competence; 4) A person who does not have a diploma and/or skills certificate as intended in paragraph 2 but has special skills that are truly recognized and required can be appointed as an educator after passing a suitability and equivalency test; 5) The academic qualifications and competencies of teachers as learning agents referred to in paragraphs 1 to 4 are developed by BNSP and determined by Ministerial Regulation.

The existence of teachers is very important, because a teacher is a position that requires special skills. Teachers are regulated in Law Number 14 of 2005 that teachers are professional educators with the main task of educating, teaching, guiding, directing, assessing and evaluating students in formal early childhood education, basic education and secondary education (Article 1 paragraph 1 ). Professional is a job or activity carried out by a person and is a source of income for life which requires skills, skills or abilities that meet certain quality standards or norms and requires professional education (Article 1 paragraph 2). As a professional educator, teachers are required to have special educational qualifications that show the owner has the ability to carry out his profession. Professional teachers will be able to carry out the educational process to optimize all student potential within the framework of achieving established educational standards. Based on the above, it can be said that professional teachers are teachers who have the required competencies to lead students towards optimal achievement or growth and development. Therefore, discussing aspects of teachers' professional abilities means examining the competencies that a teacher must have.

The steps in PJOK KKG management include ***planning, organizing, implementing and evaluating or assessing*** . This is in line with GRTerry (2003:9) which states that management functions include planning, organization, implementation, supervision.

These steps are aimed at improving teacher pedagogical competence. What is meant by pedagogical competence is the ability of educators in planning teaching and learning programs, implement and disseminate learning effectively according to the needs of students, this is in line with the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies.

Teachers are required to meet nationally applicable academic qualification and teacher competency standards, including: mastering student characteristics, mastering learning theory, developing curriculum related to subjects, organizing learning, utilizing information and communication technology, facilitating the development of student potential, communicating effectively, empathetic and polite with students, carrying out assessments and evaluations of learning processes and outcomes, utilizing assessment and evaluation results for learning purposes, taking reflective actions to improve the quality of learning.

Teacher pedagogical competence has a big influence on the optimal actualization of students' potential, through multi-directional logistical communication, namely communication between teachers and students and groups of students and teachers. Siti Nur Aidah (2020; 2) Therefore, teacher competence is very influential towards the implementation of education. However, in reality, it turns out that teacher competence is still very low. According to the Minister of Education

and Culture, our education is currently at an emergency level, educational problems have become commonplace, 75% of schools in Indonesia do not meet the minimum adequate standards, 44.5 average score according to UNESCO in 2012 competency test written by teachers from 70 expected standard scores, ranking 49 out of 50 countries from mapping the quality of higher education, 0.001 interest in reading for Indonesians, making it a complex problem facing this nation.

Obstacles for the PJOK Teacher Working Group, Baleendah Subdistrict, Bandung Regency, include a lack of sports facilities and facilities, some schools may have limitations in capable sports facilities and facilities, such as sports fields or special spaces for sports activities, budget limitations, sometimes, the available budget for the education sector Physical, sports and health may be limited, which can limit quality development programs and activities, lack of training and professional development. PJOK teachers may face challenges in obtaining training and pedagogical development capable of improving their skills in teaching and managing sports and health programs. Attention to physical education amidst various priorities in the education system, physical education is often ignored or considered less important than other subjects, which can result in a lack of support and attention to the Physical Education Teacher Working Group, challenges in integrating technology with technological developments, there are challenges specifically in integrating technology into learning in the fields of education, sports and health.

There are various challenges that PJOK teachers may face in participating in PJOK KKG, such as difficulties in managing time, limited resources, or other obstacles that may affect the effectiveness of PJOK KKG. Therefore, an in-depth analysis of the management of the PJOK KKG and its influence on the development of PJOK teacher competency in Baleendah is needed.

The context of this research aims to describe and analyze the management role of the PJOK KKG as a strategy for developing the pedagogical competence of PJOK teachers. It is hoped that the results of this research will obtain valid data and at the same time be able to find alternatives that can be recommended to increase the effectiveness of the PJOK KKG in supporting the development of PJOK teacher competency in Baleendah.

Physical Education, Sports and Health (PJOK) plays an important role in students' physical, mental and social development. To ensure optimal learning quality in this field, the role of qualified PJOK teachers is very important. PJOK teachers are not only responsible for providing knowledge about physical activity and sports, but must also be able to create a learning environment that encourages students' active participation and the development of their competencies in various fields.

One of the strategies implemented by the PJOK Teacher Working Group in Baleendah is to facilitate collaboration between teachers, share knowledge and experience, and develop best practices in sports education.

## **B. RESEARCH METHODS**

The approach in this research is to use a qualitative approach with a case study method. Meanwhile, data collection techniques are carried out through instruments, observation, interviews and documentation studies. This research was located at KKG PJOK Jalan Adpati Kertamanah no. 54, Baleendah sub-district, Baleendah sub-district, Baleendah sub-district, Bandung Regency. The reason for choosing this research location was because the PJOK KKG was very active and routinely carried out KKG activities every month. The research subjects in this research were triangulated between the Chair of the PJOK KKG, the Principal and the PJOK Teacher in

Baleendah District. The objects of this research are all sports teachers in Baleendah District. This research procedure includes: preparation stage, implementation stage and final research stage.

In carrying out data collection, the main qualitative research instrument is the researcher himself, using several research tools or instruments that are adapted to the data collected, so that the expected data will be obtained accurately and the discussion will have very accurate validity.

The process of obtaining data that is relevant to the problem being researched, then uses several instruments that are considered suitable for use during research, namely: questions, observation checklist data and documentation checklist data.

"The data analysis process begins by reviewing all available data from various sources, be it data from interviews, observations, official documents, photos and so on" (Wina Sanjaya: 245). After the data is collected according to the purpose of writing and is read carefully, studied and analyzed, the next step is for the researcher to carry out data reduction which is carried out by abstracting. Assessment

Data Validity Triangulation in data validity testing is defined as checking data again from various sources in various ways and at various times (Bachtiar S. Bachri: 56). consists of three types, including Source Triangulation, Source Triangulation, Technical Triangulation, Technical Triangulation, Time Triangulation, Time Triangulation.

## **C. RESULTS AND DISCUSSION**

The results of the research conducted by researchers relate to the Management of the Physical Education Teacher Working Group, Sports and Health (KKG PJOK) as a Strategy for Developing Pedagogical Competency of Sports Teachers in Baleendah which includes Program Planning, Organizing KKG PJOK, Implementing KKG PJOK Activities, Evaluation of KKG Activities and obstacles in improving teacher pedagogical competence. The results of this research also show that the management of the Physical Education, Sports and Health teacher working group (KKG PJOK) in Baleendah has a significant role in developing the pedagogical competence of sports teachers. Through collaboration, innovative discussions and joint reflection, the PJOK KKG has made a positive contribution to improving the quality of teaching and learning in the field of PJOK.

The discussion highlights the importance of collaboration between teachers in the context of developing pedagogical competence. Innovative discussions and joint reflection provide opportunities for teachers to learn from each other and develop. The research results also show that although work group management has provided many benefits, there are still several challenges that need to be overcome, such as limited time, resources and institutional support.

In this context, the recommendations put forward include strengthening institutional support, developing wider collaboration networks, utilizing information technology, working group management training, and strengthening collaborative culture in educational institutions.

### **1) PJOK KKG Program Planning**

Planning according to Roger A. Kauffman in Umami (2021:148) is the process of determining the goals or objectives to be achieved or targets to be achieved and determining the paths and resources needed to achieve the goals effectively and efficiently.

Based on the research results, the preparation of the PJOK KKG program plan is an initial activity carried out by teachers for meetings in short, medium and long term programs during the implementation of KKG activities. These activities are discussed and resolved, including: preparing learning programs and daily preparations, planning challenging teaching and learning

activities, making and using learning aids, utilizing learning resources, assessing children's progress, arranging classroom displays, managing the classroom, using the surrounding environment. children as a source of learning and other activities related to learning activities. This is in line with the statement (Khofiatun, 2016:986)

As for the work program of the Physical Education, Sports and Health Teacher Working Group (KKG PJOK) for the first semester of the 2023-2024 academic year, according to the chairman of the KKG, Mr. **Aden Saripudin, S.Pd.** including planning regarding:

- a. Strategy for Strengthening Numeracy Literacy in schools
- b. Reflections on New Paradigm Learning
- c. Grid preparation and PSAS question master
- d. Designing Learning 1
- e. Designing Learning 2
- f. Preparation of grids and master questions for PSAT and PSAJ

It is hoped that these activities can improve teachers' pedagogical competence through the programs established in the PJOK KKG.

At the planning stage of the Teacher Working Group program, administrators are required to prepare a vision, mission and goals as well as plan program activities. The vision is the result that is expected to be realized by holding this PJOK KKG activity. Meanwhile, the mission is the strategic steps that will be achieved in the process of achieving the mission of the PJOK KKG activities. These components are formed, then it is called the PJOK KKG work plan program.

The analysis shows that activity planning in the PJOK teacher working group in Baleendah is carried out in a structured manner and is oriented towards the goal of developing the pedagogical competence of sports teachers.

Good planning is an important foundation in work group management. With good planning, the goals and activities of the working group can be focused and effective in achieving the desired development competencies.

## **2) Organizing the PJOK KKG**

In the aspect of monitoring the evaluation of the implementation of the KKG PJOK program in Baleendah, Bandung Regency, the teachers assessed it as not good or still sufficient due to, among other things, the KKG PJOK program not meeting the needs and expectations of all teachers, the results of the KKG PJOK program not meeting the expectations of all teachers, control of the KKG PJOK program not yet running effectively.

Evaluation or control carried out on a program is a stage to find out whether the program is being implemented well according to the objectives that have been set, or whether obstacles are even found in the process of implementing activities. This control is also a way to improve the quality of management.

The PJOK KKG organizational structure contains an implementation and administration system that is explained clearly and transparently. All leaders and members have a clear description of their duties, authority and responsibilities regarding the overall implementation and administration of the PJOK KKG.

The organization of the activities of the PJOK teacher working group in Baleendah was carried out well, with a clear division of roles and responsibilities between members.

Effective organization allows work groups to work collaboratively and efficiently. With a clear division of roles, each member can contribute optimally according to their skills and interests.

### **3) Implementation of PJOK KKG Activities**

Implementing the PJOK KKG activities in Baleendah District, Bandung Regency, the KKG administrators have collaborated with school principals and teachers to carry out the activities. This was proven, among other things, by the coordination meeting between the KKG and KKKS administrators.

The aspect of providing motivation is rated the lowest because so far there have never been any rewards or awards for teachers who are diligent and active in participating in KKG PJOK activities from the management. This makes the implementation system less effective so that the objectives of the KKG cannot be achieved optimally.

Implementation of the KKG is important to see to what extent the KKG can fulfill its function. The implementation of the KKG determines the achievement of previously determined goals. The understanding of teachers as members is that KKG is a facility for improving pedagogical skills or competencies.

The results of the analysis show that the activities of the PJOK teacher working group in Baleendah are carried out regularly and consistently in accordance with the plans that have been prepared.

Consistent implementation of working group activities is an important factor in achieving competency development goals. With good implementation, group members can be actively involved in the learning and development process.

PJOK KKG Work Guidelines create or have guidelines that regulate various aspects of management in writing that are easy to read by the relevant parties.

PJOK KKG activities are carried out based on the annual work plan and adjusted to the accounting needs of funding sources owned by PJOK KKG. Furthermore, the management of PJOK KKG activities is the responsibility of the PJOK KKG administrators. PJOK teachers carry out activities that are guided by the work program that has been prepared by the management.

### **4) Evaluation of KKG Activities**

It was found that the assessment of the results of the PJOK teacher working group activities in Baleendah was carried out periodically and comprehensively, involving internal and external evaluations.

Systematic and comprehensive assessment helps in improving the effectiveness of group work activities as well as providing constructive feedback for future improvements. In this way, competence can continue to be improved.

The management announces each activity as stated in the annual program plan. The management reports on the implementation of the PJOK KKG program and takes responsibility for it at the management and member meetings in the form of a report at the end of the academic year which is submitted before the preparation of the next annual work plan. Reports that have been accounted for and have been submitted to the Education Department.

With the revitalization of activities in the KKG, the results are expected to expand teachers' insight and knowledge in various matters, such as the preparation and development of syllabi, Learning Program Plans (RPP), preparation of Information and Communication Technology (ICT) based teaching materials, discussing essential materials difficult to understand, learning strategies/methods/approaches/media, learning resources, minimum completeness criteria, remedial learning, test questions for all needs, analyzing learning outcomes, compiling programs and enrichment, and discussing various problems to find alternative solutions. Providing opportunities for PJOK teachers to share experiences and provide mutual assistance and feedback.

Improve knowledge, skills and attitudes and adopt more innovative learning approaches for PJOK teachers. Empower and assist PJOK teachers in carrying out teacher duties at school in an effort to improve learning in accordance with educational standards. Changing work culture and developing teacher pedagogy in an effort to ensure the quality of education.

Improving the quality of the education and learning process as reflected in improving student learning outcomes in order to realize quality education services. Disseminate mentoring activities from senior teachers to junior teachers; and increase teacher awareness of learning problems in the classroom which have not been recognized and not well documented.

## **D. CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSION**

Based on the description of the discussion above, it can be concluded that in the Management of the Physical Education, Sports and Health Teacher Working Group (KKG PJOK) as a strategy for developing the Pedagogical Competency of Sports Teachers in Baleendah, it can be seen from planning, namely in carrying out the preparation of the work plan for the KKG PJOK Baleendah. The implementation of the PJOK KKG program is considered not optimal with activities that are still conventional.

There were problems found in the KKG PJOK activities in Baleendah District, Bandung Regency, including the management of the KKG program which was always the same without any variations in the program designed and seen by teachers who were less involved in implementation, such as in efforts to improve students' understanding skills, learning preparation, learning evaluation and solving problems faced by teachers in the learning process.

The lack of space for teacher self-development is the next obstacle which is a problem in this PJOK KKG activity. Therefore, it is necessary to use information technology to solve existing problems. Apart from being a means of teacher pedagogical development, the use of technology and information provides easy access for teachers to increase their knowledge and improve their competence.

Activity planning in the PJOK teacher working group in Baleendah was carried out well, supporting the achievement of the goals of developing sports teacher competency.

The organization of working group activities is well structured, with a clear division of roles and responsibilities between members. The implementation of working group activities takes place regularly and consistently, in accordance with the plans that have been prepared. Assessment of activity results is carried out periodically and comprehensively, involving internal and external evaluations .

### **RECOMMENDATION**

Prepare a structured meeting agenda that includes topics relevant to the pedagogical development of PJOK teachers. Involve all members in the planning process to ensure the needs and interests of all parties represented.

Identify the resources and supporting materials needed to assist teachers in their pedagogical development. Establish a clear organizational structure, including the division of roles and responsibilities between group members.

Encourage collaboration and cooperation between members by providing an efficient and inclusive communication platform. Hold regular meetings and organize mechanisms to share experiences and knowledge between members. Organize the implementation of PJOK KKG

activities in accordance with the schedule that has been set and the meeting agenda that has been prepared.

Provide opportunities for each member to contribute and share experiences and best practices in teaching PJOK. Encourage reflection and regular self-evaluation to monitor progress and effectiveness of activities. Evaluate PJOK KKG activities periodically to ensure goal achievement and process effectiveness. Use evaluation results as a basis for making improvements and adjustments in the future. Values feedback from all members and uses the information to improve program quality .

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