



Evaluation of senior high school teacher competence for physical education, sport, and health as skill in performing tasks

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Abstract

The quality of learning and achievement of educational goals at Senior High School depend on PE teachers' competency. Because it is comprehensive and systematic, the CIPP (Context, Input, Process, Product) model should be used to evaluate PE teachers at Bogor Regency Senior High Schools. This research was quantitative. Evaluation gathers data for this project. The Context, Input, Process, and Product (CIPP) paradigm is used to evaluate Bogor Regency senior high school physical education, sports, and health educators. This research employed purposive sampling to choose high school instructors in Bogor Regency, state school teachers, accredited teachers, and Physical Education, Sports, and Health teachers. Based on the sampling method and criteria, this study used 28 samples. Data was gathered through various methods, including observation, interviews, surveys, and document review. The data analysis used is a percentage. The findings CIPP revealed that the Pedagogical Competence: 75% in the Content aspect (good), 81% in the Input aspect (very good), 77% in the Process aspect (good), and 75% in the Product aspect (good). For Professional Competence, the Context aspect scored 76%, Input 77%, Process 73%, and Product 72%. The conclusion obtained in this study is that the Competence of public elementary school physical education and health teachers in Bogor Regency is in a good category. Based on this research, the recommendation is that broader research on teacher competency evaluation using the CIPP model for all teachers in Bogor Regency needs to be conducted.

Keywords: Teacher competence, pedagogic, professional, CIPP model.

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INTRODUCTION

The Competence of Physical Education, Sports, and Health teachers at the high school level is still an issue that needs special attention (Cañadas et al., 2020; Sudarso et al., 2023). Not a few teachers have mastered the

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pedagogical and professional aspects to the fullest, which ultimately affects the effectiveness of the teaching and learning process (Wardoyo et al., 2020). This symptom can be seen from the limitations in the use of various learning methods, the lack of planning that adapts to the needs and characteristics of students, and the low utilization of media and learning technology (Minardi & Akbar, 2020). In addition, some teachers still have not been able to comprehensively evaluate learning outcomes in the realm of knowledge, attitudes, and skills (Friantary & Martina, 2018). The lack of training and ongoing professional development programs are also significant obstacles to improving the Competence of teachers (Nurkholis et al., 2023). Teacher competence is an important aspect in supporting the success of the learning process in schools (Raibowo & Nopiyanto, 2020).

A teacher's teaching ability relates to expertise in analyzing learning objectives, evaluating teaching effectiveness, and applying appropriate pedagogical strategies (Handrianto et al., 2021). Teacher competency evaluation is the process of assessing the abilities and skills of an educator in designing, implementing and evaluating learning activities to achieve educational goals effectively. Teacher competency evaluation assesses an educator's ability to design, deliver, and evaluate learning effectively, covering knowledge, teaching skills, and professional attitudes (Mengliev, 2022). Teacher competence requires evaluation to improve the quality of education. Evaluation is crucial in ensuring quality instruction and practical learning. Skilled PE teachers motivate students, enhance fitness, and promote sports success, but improper competency assessments can harm students and the education system. This highlights the need for teachers to continuously improve their practices while upholding professional ethics (Kasman & Lubis, 2022).

Teacher competence, encompassing knowledge, skills, and attitudes, is key to improving teaching effectiveness and is especially essential for PE educators (Zalech, 2021; Lohmann et al., 2021). Teacher competence is, of course, also very much needed by Physical Education, Sports, and Health teachers. By conducting regular evaluations, schools can identify the

strengths and weaknesses of PE teachers so that targeted training and professional development can be provided to improve the quality of physical education as a whole.

Character development, physical fitness, and social Competence are all areas in which PE, sports, and health instructors significantly impact their pupils (Gazali et al., 2022; Sinulingga et al., 2019). Teachers have an important role in the continuity of student learning (Almusawi et al., 2021). Teachers are qualified professionals who educate, instruct, mentor, train, assess, and evaluate students (Tannehill, Demirhan, Čaplová, & Avsar, 2021). On this basis, it is hoped that every teacher will have good Competence to carry out the duties and responsibilities assigned as a teacher.

Professional teachers must have Competence in implementing learning programs (Lohmann et al., 2021). Teacher competence is a key factor that impacts the attainment of learning and educational objectives in schools. It encompasses pedagogical, personality, social, and professional competencies, all of which are developed through professional training and education (Cañadas, 2023). Apart from that, the pedagogical aspect also greatly influences teacher competence. Professional Competence relates to the mastery of deep and broad learning materials, which enables teachers to guide students.

Factors influencing PESH teacher competence in Bogor Regency, include education, training, access to facilities, and local education policies. Competent teachers can create diverse methods to motivate students, crucial for promoting active lifestyles among Indonesian children (Momdjian et al., 2024). Evaluating PE teachers' Competence helps identify strengths and weaknesses, guide training, and improve learning quality. Interviews in Bogor Regency revealed issues like limited subject development and uneven training participation, aligning with a model focused on teaching methods, digital resources, ethics, and professional growth (Rodríguez et al., 2021).

There is research on the evaluation of the implementation of independent curriculum learning in PESH subjects in elementary schools (Aziz & Wicaksana, 2024). The drawback of previous research is that the Competence of PESH teachers in high schools using CIPP is not yet known. Therefore, the novelty of this study is the evaluation of the Competence of high school teachers using CIPP. Based on the CIPP model evaluation, the PE learning program in public middle schools across Mukomuko Regency needs improvement (Raibowo & Nopiyanto, 2020). CIPP stands for Context, Input, Process, and Product, an evaluation model developed by Stufflebeam (Wahidah et al., 2023). This model was chosen (selected) because it is able to provide a comprehensive and systematic picture of the program or activity being evaluated in the context of the study of the evaluation of the Competence of sports teachers in senior high school. This research is urgent because pedagogical and professional competencies are essential for a teacher's success. Pedagogical competency allows teachers to teach effectively, while professional competency ensures they stay current and deliver high-quality education. Together, these competencies enhance educational quality and foster student growth, making their ongoing development and assessment crucial for maximizing teachers' contributions.

Evaluation of the Competence of physical education, sports, and health teachers is a very important aspect of improving the quality of education, especially in the field of sports and health in senior high schools. Physical education and sports are expected to shape the character of students who are physically and mentally healthy, and have skills that support a healthy lifestyle. Therefore, the Competence Apart from that, the pedagogical aspect also greatly influences teacher competence. Teachers must be evaluated regularly to ensure that they can deliver material and manage learning activities according to established standards.

Suppose the mechanism for evaluating the Competence of physical education teachers in high schools in Bogor Regency is left without a structured system. In that case, the impact can be very serious, ranging

from low quality of learning and lack of innovation to reduced sports achievements and health awareness among students. Therefore, systematic and continuous evaluation is needed to ensure that physical education remains effective and relevant and can provide maximum student benefits. In education, methodological culture and teacher competence are also needed, this includes knowledge of scientific research methodology, understanding of methodological scientific terminology, proficiency in valid statistical analysis, ability to compile scientific reports, mastery of intellectual work techniques that apply across disciplines, as well as skills in assessment, pedagogical study, self-reflection on teaching practices, and participation in research conducted by others (Simonović, 2021).

Research or evaluation of the Competence of However, using instruments for self-assessment research may lead to reduced reliability and accuracy of teachers in the Bogor Regency area will provide an overview of the extent of teaching quality in the area, as well as the steps that need to be taken to improve and develop the Competence. Evaluation of teacher competence, in this case, includes various aspects, ranging from understanding the material and the ability to manage the class to the application of appropriate teaching methods to increase student participation and achievement. Based on the above background, the author feels interested in examining in more depth the competencies possessed by physical education teachers, especially in essential competencies, namely pedagogic Competence and professional Competence in Bogor Regency, with the research title "Evaluation of the Competence of High School Physical Education, Sports, and Health Teachers in Bogor Regency."

METHOD

This research is an evaluation study that employs a quantitative approach. Quantitative research involves the use of numerical data to analyze and gain insights into the subject matter. In this study, the data collection method used is evaluation. The focus is on assessing the Competence of Physical Education, Sports, and Health teachers in Bogor

Regency. The CIPP evaluation model (Warju, 2016) will be applied in this research. This assessment aims to measure teacher competence. The study will be conducted over a period of three months, starting from November 2024 through January 2025. The research will take place in selected State Senior High Schools located in the eastern region of Bogor Regency based on specific criteria.

The population in this study was 53 high schools in the eastern region of Bogor Regency. The evaluator took the sample in the evaluation based on the purpose of drawing it. The sample is truly representative of schools and individuals and considerations to meet the requirements criteria in sampling, among others:

1. The schools were taken based on the status of the school, which is the State status.
2. The school is an accredited public school
3. State Senior High Schools are located in the Bogor Regency
4. The subjects taken are Physical Education, Sports and Health teachers.

Table 1. Subjects of Evaluation

No	School	Total Participants (PESH Teachers)
1	State Senior High School Tanjungsari	2
2	State Senior High School 1 Cariu	3
3	State Senior High School 1 Sukamakmur	2
4	State Senior High School 1 Jonggol	4
5	State Senior High School 2 Jonggol	3
6	State Senior High School 1 Cileungsi	3
7	State Senior High School 2 Cileungsi	3
8	State Senior High School 1 Klapanunggal	2
9	State Senior High School 1 Gunungputri	2
10	State Senior High School 2 Gunungputri	4
TOTAL		28

The next step taken in collecting data in this study is observation. In this study, researchers used an instrument in the form of a CIPP questionnaire containing several questions about the Competence of Physical Education, Sports, and Health teachers. The CIPP questionnaire was made by the researcher himself with questions tailored to the indicators

of pedagogical Competence and professional Competence of teachers and then validated by experts and the SPSS test. Below we will present the CIPP model evaluation instrument. Tables 2 and 3 outline the factors for assessing PESH teacher competencies through the CIPP model, encompassing Context, Input, Process, and Outcomes. Each factor is further broken down into specific indicators and categorized into pedagogical and professional competencies.

Table 2. CIPP evaluation instrument competency components pedagogy PESH teacher

Factor	Indicator	No	Question
Context	Learning management	1	Designing and preparing learning plans that are in accordance with the National Curriculum Standards for PESH
		2	Able to identify and master difficulties that may arise in the context of PESH learning, such as limited facilities and infrastructure.
	Integrating relevant context into teaching	3	Integrate technology and other supporting learning resources effectively in their pursuits in accordance with the learning resources used in the current educational context.
		4	Able to adapt learning strategies to achieve PESH learning objectives in various situations and contexts.
		5	Able to read collaboration opportunities with colleagues, school staff and other related parties to enrich students' learning experiences.
Input	The ability of PESH teachers to plan and provide relevant and effective resources, materials, and tools to support learning.	6	Have a deep understanding of the concepts and principles in the field of PESH
		7	Developing diverse learning plans that are in accordance with students' abilities and interests and current developments.
	Ability to facilitate quality learning	8	Implementing various teaching methods and learning strategies that are in accordance with the objectives of PESH K learning.
		9	Planning an evaluation of the effectiveness of the materials and learning resources used
		10	Planning self-development activities or professional training to improve their Competence in the field of PESH
Process	Implementation of the PESH learning process effectively	11	Able to carry out PESH learning in a structured manner and follow the learning plan that has been made
		12	Encourage active participation of students in physical activities, sports, and health.
		13	Implementing ethics in sports, such as fair play and sportsmanship.
	Ability to facilitate quality learning	14	Using a variety of learning methods that engage all students and take into account different learning styles.
		15	Conduct ongoing evaluation and assessment to monitor student progress in PESH activities.
Products	Results of learning	16	Learning outcomes reflect a deep understanding of the basic concepts of physical activity, sport, and health.
		17	Student learning products, such as PESH assignments or projects, reflect the achievement of established learning objectives.
	Success in facilitating effective learning	18	Students are able to apply the principles of sports - strategies and techniques that they learn in sports activities.
		19	Students reflect a deep understanding of fair play and ethics in sports.
		20	Demonstrate the development of physical and health skills as a result of learning.

This table provides a framework for evaluating the competencies of Physical Education, Sport, and Health (PESH) teachers based on the CIPP model (Context, Input, Process, and Product). The evaluation is organized into four categories: Context, Input, Process, and Products.

Table 3. CIPP evaluation instrument competency components professional PESH teacher

Factor	Indicator	No	Question
Context	The ability of PESH teachers to manage the physical learning environment	1	Understand the environmental conditions and facilities available at their school, and be able to manage the physical environment well for activities. Sports
		2	Understand and comply with student safety and security protocols in learning.
	Understanding the aspects that influence PESH teaching	3	Understanding the various skills and health needs of students at various levels of development
		4	Understanding learning according to the development of science and technology
		5	Able to plan extracurricular activities and sports competitions that enrich students' learning experiences in PESH
Input	Teachers' ability to plan learning	6	Able to prepare a clear, structured learning plan in accordance with the applied curriculum.
		7	Able to design activities that can be adapted to meet the needs of students with different skill levels and interests.
		8	specific, measurable, and achievable learning objectives
	Ability to provide relevant learning resources to support learning	9	Utilizing local learning resources or the surrounding environment as teaching materials
		10	Periodically evaluate the learning resources used and make improvements
Process	Implementation of the PESH learning process effectively	11	Implementing physical education learning in a structured manner according to the learning plans and objectives that have been created.
		12	Implementing various methods and learning strategies that suit the characteristics of students
		13	Able to encourage active participation of students in physical activities, sports, and health
Products	Success in facilitating effective learning	14	Provide constructive feedback to students to support their improvement and development.
		15	Able to work with colleagues and involve parents in supporting PESH learning
		16	Able to demonstrate teaching results that reflect the improved physical skills of students
		17	Able to show evidence of student creativity that emerged during PESH learning
		18	Students' reflection or self-assessment of their progress in PESH learning
		19	Students reflect a deep understanding of fair play and ethics in sports.
		20	Students who participate in competitive and non-competitive sports activities and support their achievements in competitions

The instrument was then tested for validity and reliability using SPSS. The instrument validity result obtained a value of 0.444, meaning it is valid. The reliability results for Pedagogy were 0.936 and Professional 0.924, which shows that the instrument is reliable. The instrument is valid and reliable so it can be used for research. Furthermore, this instrument can be used for research by being given to samples. The instrument in the study used a Likert scale with item values: 4. = Very suitable (SS). 3. = Appropriate (S). 2. = Not suitable (TS). 1. = Very unsuitable (STS). The data obtained from the research can then be further analyzed. The data analysis method used in this study follows the percentage (Septian Raibowo, 2020), which involves comparing the results to pre-established criteria. The percentage formula in this study is as follows:

$$P = \frac{F}{N} \times 100$$

Description : P (percentage number/%), F (frequency of respondents answers), N (total score).

The researchers describe the conditions and activities using quantitative data analysis. The research data, collected through a questionnaire, were aggregated to calculate a total score. Then, the total score is calculated descriptively based on the position of the total score of the respondents' answers. The criteria for processing questionnaires are as follows:

Table 4. Categorization descriptive (Raibowo & Nopiyanto, 2020)

Percentage	Criteria
80-100%	Very Good
66-79%	Good
56-65%	Sufficiently
40-55%	Less
< 39%	Very Less

RESULT

The research results will present sample characteristics and CIPP percentage results. The first will present the results of the sample characteristics as follows:

Table 5. Sample characteristics

	Age	Gender		Education	
		Male	Female	Bachelor	Master
Teacher	22-45 years old	17.86%	82.14%	85.71%	14.29%

Based on sample characteristic data, the sample age for teachers is between 22 and 45 years. The gender of the sample in this study was 17.86% male and 82.14% female. The education of the sample in this study for teachers who were bachelors was 85.71% and masters was 14.29%. Then, the results of the analysis of the CIPP Evaluation Instrument Competency Components Pedagogy for Professional PESH Teachers will be presented.

Table 6. CIPP Evaluation of pedagogic competence

Aspects	Context	Input	Process	Product
Results	75%	81%	77%	75%
Category	good	very good	good	good

Above we have presented the results of the CIPP analysis on teacher pedagogy competencies. Apart from that, it will be presented in the image below.

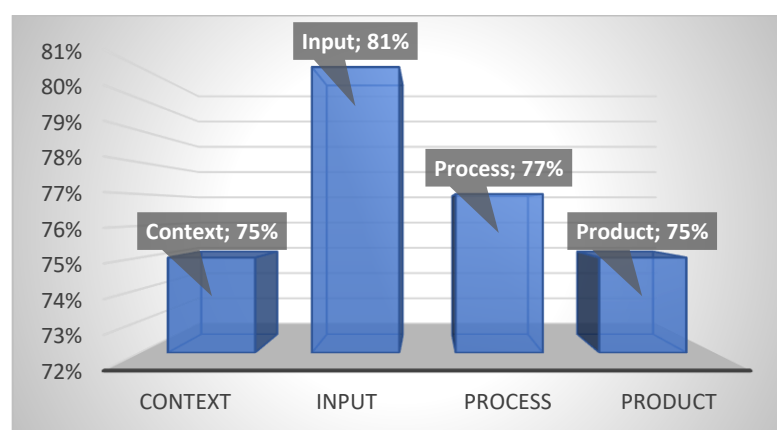


Figure 1. Results of CIPP evaluation of pedagogic Competence

The diagram above illustrates the results for Pedagogical Competence. The results of the diagram above were produced from percentage analysis on the CIPP teacher pedagogy instrument of 20 questions. In the content aspect, 75% falls within the "good" category, while the input aspect, with a percentage of 81%, is rated as "very good." The process aspect is categorized as "good" with a score of 77%, and the product aspect also falls into the "good" category with a score of 75%.

Table 7. CIPP Evaluation of professional competence

Aspects	Context	Input	Process	Product
Results	76%	77%	73%	72%
Category	good	good	good	good

Above we have presented the results of the CIPP analysis on teacher professional competencies. Apart from that, it will be presented in the image below.

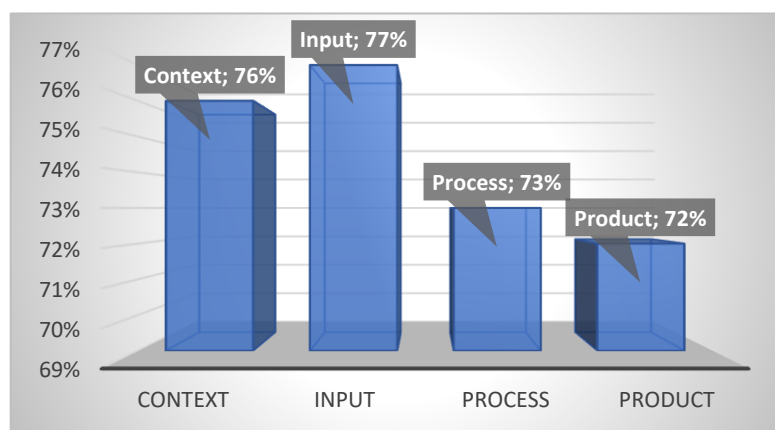


Figure 2. Results of CIPP Evaluation of Professional Competence

The results of the diagram above were produced from percentage analysis on the CIPP teacher professional instrument of 20 questions. Figure 2 on Professional Competence shows that the context aspect is 76%, input 77%, process 73%, and product 72%, where all aspects are in a good category.

DISCUSSION

The study's findings indicate that the evaluation of the Competence of Physical Education, Sports, and Health teachers in Senior High Schools in Bogor Regency showed the following results for the CIPP Assessment of Pedagogical Competence in the good category and Professional Competence in the good category as well. Overall, the Competence of Physical Education, Sports, and Health teachers in these schools is categorized as good. Based on the CIPP model evaluation, the PE learning program in public middle schools across Mukomuko Regency falls into the category of needing improvement (Raibowo & Nopiyanto, 2020).

Teachers' pedagogical and professional Competence is in a good category, possibly for pedagogical Competence, because teachers already have complete teaching materials, manage the teaching and learning process, supervise class activities, utilize media and learning resources, and plan assessments for the benefit of the student learning process. As for professional Competence, it is likely because teachers master learning materials in depth and broadly. One key factor influencing the success of learning is the teacher's skills, particularly in terms of professional and pedagogical Competence. Pedagogical Competence involves the ability to plan and deliver effective learning programs, which includes organizing teaching materials, managing the teaching and learning process, overseeing classroom activities, utilizing media and learning resources, and planning assessments for the benefit of the student learning process. Meanwhile, Professional Competence relates to the mastery of deep and broad learning materials, which enables teachers to guide students (Cañadas, 2023; Momdjian et al., 2024). Teacher competence is indeed important because it will be related to the quality of students. Therefore, continuous evaluation is needed to determine teacher competence.

Evaluation has a reciprocal relationship between educational goals and the teaching and learning process, which, in this case, relates to professional and pedagogical Competence. This is necessary because evaluation is a process that can improve the quality of learning teachers (Voronov et al., 2024). Evaluation is a process that, in a direct sense, focuses on assessing goal achievement. Indirectly, it involves comparing the outcomes of a program with the intended objectives based on established standards. Learning evaluation is also a continuous process of gathering and interpreting data to inform decisions made in the design of a learning system. Opinion regarding evaluation complements that evaluation includes measurement, assessment, and testing (Silviariza, Sumarmi, Utaya, Bachri, & Handoyo, 2023).

The teacher competency with a good category produced in this study is also likely influenced by the use of technology in learning by teachers so

as to support teacher competency and teaching students. In today's digital age and era of globalization, physical education faces new challenges, including the integration of technology in teaching, growing awareness of mental and physical health, and the need to adapt to changing curricula. Teachers, who now serve more as facilitators, must effectively use available digital tools to create innovative and engaging learning experiences that motivate students to actively participate and think critically. Along with the times, teachers need to expand their competencies by utilizing various technologies to simplify their tasks and help students access unlimited information through the Internet and distance learning (Spaska, Kozub, Abylasynova, Kozub, & Koval, 2025). The ability to use educational technology is also an important factor in improving the effectiveness of learning in the digital era. By having good Competence, teachers are not only teachers but also facilitators, motivators, and inspirers for students.

Quality education is highly dependent on the quality of teachers, so efforts to improve teacher competence must be prioritized in the education system. Ultimately, strong pedagogical and professional competencies will help create a positive learning environment, improve student achievement, and make a significant contribution to the progress of the world of education (Momdjian et al., 2024). Support is also needed from influencing factors to support teacher competence.

Factors such as support from the school, the availability of sports facilities, and local government policies also affect the level of Competence of Physical Education, Sports, and Health teachers (Sudarso et al., 2023). Schools with adequate sports facilities tend to have more active teachers in developing innovative learning methods. Conversely, limited facilities and infrastructure can hinder teaching effectiveness and reduce teacher motivation to improve their Competence (Ekmekci & Serrano, 2022).

This research is important because the evaluation results obtained can be used to design professional development programs for Physical Education, Sports, and Health teachers in Bogor Regency. With the right recommendations, it is expected that teachers can improve the quality of

their teaching, so that students get a better and optimal learning experience. In addition, local governments can use the results of this study as a reference in improving education policies that are more supportive of the development of Physical Education, Sports, and Health teachers' competencies. This study has an impact on high school teachers in Bogor Regency in terms of maintaining and improving their Competence. The study's limitations were that it only used a sample of high school teachers in Bogor Regency, and the CIPP evaluation included aspects of pedagogy and professionalism.

CONCLUSION

Based on the study results, the Competence of Physical Education, Sports, and Health teachers in Senior High Schools in Bogor Regency is in a good category. Good pedagogical and professional Competence of teachers is very much needed in learning so that it has an impact on the quality of more qualified students. Therefore, periodic evaluation is needed to maintain teacher competence so that it remains good. This study recommends further studies on the CIPP analysis of teacher competence at all school levels (elementary, junior, and senior).

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