

Analysis of Pedagogical Competence of PPG Students in the Field of PJOK Study Wave 2 Unimed in 2024

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Abstract. Pedagogical competence is one of the essential skills that every teacher needs to possess, as it significantly impacts the success of the learning process in the classroom. This study aims to observe the pedagogical abilities of PPG Teacher Candidates in the field of PJOK, specifically in recognising students, designing learning processes, implementing learning, assessing learning outcomes, and developing students. The research method used in this study is a mixed-methods approach (Sequential mixed methods). In this study, the population consisted of PPG Teacher Candidate students in the field of PJOK who were undergoing PPL at SMA Negeri 11 Medan, and the sample was selected using a total sampling technique. Data collection is employed in two ways: through quantitative methods, which utilise questionnaire instruments, and qualitative methods, which involve interviews. Based on the study's results, it is known that.

- 1) Students have shown a good understanding of the characteristics of students, and they adjust their teaching methods to the needs of students' developmental learning styles.
- 2) Students' ability to design learning has shown promising results; they can make structured lesson plans and appropriate methods in designing learning stages that support learning outcomes.
- 3) The implementation of learning carried out by PPG students is in the good category by making creative and engaging learning; they can also master the material well to convey to students.
- 4) students conduct good assessments by using various methods such as formative and summative tasks and skills,
- 5) Students actively develop their abilities by being empathetic and communicative.

Keywords: Analysis; Competence; Professional Teacher Program.

INTRODUCTION

Education can be defined as a deliberate and systematic effort to create a learning environment and learning process that enables students to develop their potential actively. According to [1], education is a conscious and planned effort to create a learning environment and learning process that enables students to develop their potential actively. And learning process so that students actively develop their potential to have religious

spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society ". Another opinion from [1], "Education includes teaching special skills,

and also something that cannot be seen but more in depth namely the imparting of knowledge, judgment and wisdom".

Educators and policymakers should organise education with a strong focus on the future, aiming to develop students' potential and enhance their intelligence so they can meet life's challenges. Education is a process that provides individuals with opportunities to acquire knowledge, skills, values, and attitudes essential for their personal and social development.

According to [2], "Physical education is a discipline that focuses on teaching and learning physical activity, sport, and movement in an educa-

tional context". Physical education is one aspect of a broader education that encompasses various elements, including movement skills, critical thinking, social interaction, emotional well-being, ethics, health, and an understanding of environmental sustainability. Physical education programs in schools offer students a range of learning experiences [3].

Physical education is a teaching process that involves physical activity to encourage growth in psychomotor, affective, and cognitive aspects, all of which are balanced and harmonious. The purpose of physical education is to create a complete Indonesian human figure. Educators include physical education as an essential element of the overall education system, integrating it to help achieve general educational goals. PE consists of two words, namely "education" and "physical". Based on Law No. 2 of 1989 of the Republic of Indonesia concerning National Education, Article 1 states that education is an effort made consciously by students through guidance, teaching, and training to prepare them for their future roles.

As explained [4], "Physical education, sports, and health (PJOK) are important lessons in schools to maintain the fitness and health of students, but PJOK lessons are often considered unimportant lessons to get positive or negative responses by other teachers at school". In general, the learning process involves interactions between students and teachers, including the entire context of their lives. In addition, learning is a process designed to achieve specific learning objectives and also involves behaviours acquired through various learning experiences [5]. In the learning process, teachers and students interact with each other. Teachers provide information that students receive and understand. In the learning process, teachers need to demonstrate competence so students can better grasp the material. To support this goal, the government offers a fully funded PPG program in the field of study for graduate students (fresh graduates).

According to the author [6], "Teacher professionalism can specifically be seen from the following indicators:

1) Mastering foundation education, namely recognising the purpose of education, identifying the functions of schools and society, and recognising the principles of educational psychology.

2) Mastering teaching materials, namely, mastering basic and secondary education curriculum teaching materials, and mastering appreciation materials.

3) Developing a teaching program involves setting learning objectives, selecting and developing teaching materials, selecting and developing teaching and learning strategies, choosing appropriate learning media, selecting and utilising learning resources, implementing teaching programs, creating the proper teaching and learning climate, organising learning spaces, and managing teaching and learning interactions.

4) Assessing learning outcomes and processes that have been implemented".

Regulation of the Minister of Education and Culture number 87 of 2013 states that the Teacher Professional Education (PPG) program is a program organised to prepare S1 education and S1/IV non-education graduates who have an interest and talent in becoming teachers. The purpose of this program is to enable participants to master all teacher competencies in accordance with national education standards, thereby obtaining a professional educator certificate to educate in early childhood, primary, and secondary education. In accordance with Law No. 14 of 2005 of the Republic of Indonesia concerning teachers and lecturers, Article 10 states that teachers must possess various types of competencies. These competencies are pedagogical competence, personality competence, professional competence, and social competence. To achieve these four competencies, a teacher needs to be an experienced educator.

In the implementation of the learning process, prospective study fields require competence to become professionals in their respective fields of education. By developing competencies, graduates from the PPG Field of Study will be better prepared to teach and improve the quality of Education in Indonesia. In pedagogical competence, the expected implementation is that students in the field of study must be able to design, deliver learning materials and evaluate the learning process, personality competence in the implementation of the learning process is expected to be a role model for students because it reflects a personality with positive values to students, professional competence in its implementation is likely that students who study in this field must understand the material well and make learning effective and fun for students. Additionally, in terms of

social skills, it is expected that they will interact well with students, teachers, parents, and the broader community.

Pedagogical competence is one of the essential skills that every teacher must have. It has a significant influence on the success of the learning process in the classroom. This skill encompasses understanding the character of students, curriculum development, planning learning activities, implementing effective teaching methods, and consistently evaluating learning outcomes. Additionally, mastery of pedagogic competence enables teachers to design structured and systematic lesson plans. A well-crafted lesson plan serves as a guide for teachers in managing the teaching and learning process, as well as facilitating easier assessment and evaluation of student learning outcomes. Pedagogical competence also demonstrates a teacher's ability to create high-quality learning experiences, enabling them to be better prepared and build a classroom atmosphere that supports learning.

With the PPG program in the field of study provided by the government, it is hoped that it can enhance competence and professionalism in implementing a more innovative learning process and developing new learning models. The PPG Field of Study can also be utilised as a tool for recent graduate students to develop their teaching abilities further and innovate in the learning process using the technology available today. The curriculum outlines the four competencies that students in the field of study must possess and describes how they implement these competencies during the learning process.

METHODS

The approach taken in this study is a mixed method. This research combines two existing research approaches: qualitative research and quantitative research. According to the author [7], "Mixed research is a research approach that combines qualitative and quantitative research". According to the author [8], "The combined research method (mixed methods) is a research method between quantitative methods and qualitative methods to be used together in a research activity so that more comprehensive, valid, reliable, and objective data are obtained". This research employs a sequential mixed-methods strategy, particularly utilising a sequential exploration approach. In the early stages of this research, the researchers collected and analysed

qualitative data and then conducted quantitative data analysis to answer the predetermined research questions. They conducted the research in March 2025 at SMA N 11 Medan and Medan State University, North Sumatra.

Population refers to the entire object/subject of research [9]. The population in this study consisted of PPG students of prospective teachers in the field of PJOK who were undertaking PPL at SMA Negeri 11 Medan. The sample is a part or a representative that has characteristics that reflect the entire population [9]. In quantitative methods, the sampling method used is total sampling, which means that the whole population is used as a sample. In contrast, qualitative methods employ a purposive sampling technique, where research subjects, such as student teachers and principals, are selected based on several considerations. One consideration is that individuals with the most profound knowledge of the desired topic or the most expertise in the field can more easily collect data. Experts in the field so that they can more easily understand the object or social situation being studied [10]. Data collection techniques in quantitative methods utilise questionnaire instruments to assess students' competency levels in compiling teaching modules, while in qualitative methods, interview guidelines and documentation are employed.

RESULTS AND DISCUSSION

Based on the results of quantitative research on PPG PJOK students who are prospective teachers undergoing field experience practices at SMA Negeri 11 Medan, it has been generally found that they can design learning in accordance with the curriculum's needs. They were able to recognise students' characters, develop learning plans, implement learning activities, assess the learning process, and develop students in accordance with pedagogical competencies, with an average score of 7.69% in the good category. They select appropriate materials and methods, and utilise available learning resources. In conducting their learning, PPG PJOK prospective teachers have also integrated technology into their instruction, such as creating teaching materials and implementing learning activities in accordance with 21st-century standards.

Competency standards are a breakthrough issued by the Ministry of Education and Culture that seeks to provide an overview of the qualities that teachers must possess to improve the quali-

ty of Education in Indonesia by enhancing the professionalism of teachers or mentors [11]. Understanding the field of education cannot be separated from the concept of learning, which is a fundamental step in the educational process. Learning is a process where teachers and students interact with each other in a school environment [12]. During the learning process, prospective PJOK teachers from the PPG program demonstrate a good ability in managing the class and making learning activities more interactive. Interactive; this makes students feel happy and motivated to take part in learning. They can also apply various learning models, such as PBL (Problem-Based Learning), PjBL (Project-Based Learning), and Discovery Learning, among others.

The findings of this study indicate that PPG students who are prospective PJOK teachers possess knowledge of the curriculum elements and their use, which falls within the "good" category, with an average value of 7.71%. In the application of student-focused learning methods, they also get the "good" category with an average value of 7.57%, the application of a safe and comfortable learning environment strategy for students is also in the "good" category with an average value of 7.92%, the use of learning materials and how to deliver the material is also rated in the "good" category with an average value of 8.21%, knowledge of curriculum components and their use to design learning gets the "good" category with an average value of 7.37%, in terms of determining the characteristics of the curriculum and its use to create learning. Characteristics In terms of determining the factors that affect how students learn, the category obtained was "good" with an average score of 7.69%, designing knowledge of curriculum elements and their use for learning activities was also recorded in the "good" category with an average score of 7.35%, in addition to the implementation of student-focused feedback assessment and reporting in the "good" category with an average score of 7.71%.

Meanwhile, in the qualitative method, the mentor teacher said that students had used lesson plans (RPP) that were in accordance with the regulations and guidelines. Regulations and guidelines. This lesson plan demonstrates readiness and careful planning to carry out learning activities that enable the teaching and learning process to run effectively and efficiently. Student lesson plans include essential elements such as learning

objectives, media, learning resources and assessment; this indicates that students recognise the significance of lesson planning as a foundation for guiding their learning activities systematically. However, some students still need to improve the quality of their lesson plans, especially in terms of adjusting learning methods to the characteristics of students and the actual learning context. Some incomplete or less innovative lesson plans have the potential to hinder the achievement of optimal learning objectives.

In the implementation of the teaching and learning process, lesson plans allocate a reasonable amount of time for instruction. Students try to organise lesson time proportionally with the material to be delivered and the planned lesson activities. However, some obstacles in the field implementation cause the schedule to deviate from the plan. Factors such as school activities and environmental conditions can influence effective time management. As a result, to achieve the learning objectives, some activities need to be accelerated or have their duration extended. The assessment and evaluation conducted during the learning process show that most students effectively utilise the campus lessons. They employ various methods and approaches, including project-based learning, Culturally Relevant Teaching (CRT), Teaching at the Right Level (TaRL), and Differentiation.

The principal explained that during the process of implementing PPL activities, UNIMED Gel 2 Pre-Service PPG students at SMA Negeri 11 Medan demonstrated a professional attitude and good ethics in their interactions with teachers. This professional attitude is reflected in the way students respect, appreciate, and establish good communication with their respective host teachers and teachers at SMA Negeri 11 Medan. Students communicated both orally and in writing using polite language and showed respect for the experience and knowledge of the host teachers. Additionally, students are receptive to suggestions and constructive criticism from their respective mentor teachers. They also use this opportunity to reflect on and improve themselves, thereby enhancing the quality of their learning. Students who are committed to fulfilling their obligations and responsibilities during teaching practice are also positive evidence of their professional quality.

During teaching practice, students show varying levels of involvement in various school activities.

Students actively participate in activities that are directly related to the learning process. These activities include preparing materials, implementing learning, and evaluating students' learning outcomes. This involvement demonstrates their commitment to applying the theories they learn on campus to real-life situations in schools. Not only do they participate in academic activities, but they are also involved in extracurricular activities, social activities, and learning outcomes. In extracurricular activities, social activities, and school development programs that improve the quality of education.

Mixed methods (combining quantitative and qualitative methods) can improve the results of research by combining these two data types. Quantitative methods provide information on the overall level of students' pedagogical abilities in numerical terms, while qualitative methods explain the process and reasons behind the achievement. Quantitative results indicate that students achieve an average score of 7.69% in the good category, supported by qualitative data that shows success is influenced by the Teacher Professional Program lecture process in the classroom, guidance from Pamong, and practical experience in the field. In addition, interviews provide further explanation regarding PPG students' understanding of the character of students, designing and implementing the learning process, evaluating learning outcomes, and developing students.

CONCLUSIONS

Based on the data obtained from the analysis of the pedagogical competence of PPG students, the discussion can be concluded as follows:

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1) PPG Teacher Candidate students in the field of physical education have shown a good understanding of the pedagogical competencies of students. Good knowledge of learners' characteristics. They adjust their teaching methods to meet the needs of students' learning styles and development, creating a comfortable and inclusive learning environment.

2) Students' ability to design learning has shown promising results and meets curriculum standards and student needs, such as they can make structured lesson plans (RPP) by choosing the right materials and methods and designing creative and practical learning stages to support the achievement of learning objectives.

3) The implementation of learning carried out by PPG students is in the good category by making creative learning and making learning enjoyable, they can also master the material well to be delivered to students.

4) Students conduct good assessments by using various methods, such as formative and summative tasks and skills. They perform the assessment process fairly and objectively, using it as a reference for providing feedback and driving improvement in the learning process.

5) Students are active in the learning process. Active students help develop learners' abilities by being empathetic and communicative, establishing good relationships that enable them to provide encouragement and address the needs of each learner.

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