

Evaluation of the Competencies of Physical Education, Sports and Health Educators at the Senior High School Level Within Subulussalam City, Indonesia

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Abstract. This research is motivated by the understanding that quality education is the foundation for producing excellent human resources, which ultimately contribute to a nation's progress. Therefore, the quality of education must always be maintained and improved, including through periodic Evaluation of teacher competence. The assessment focuses on four main domains: pedagogical, professional, personality, and social competence. The method used in this research is qualitative, employing a descriptive approach that enables researchers to systematically and in-depth describe the factual conditions of teacher competence in the field. The subjects of this study were all Physical Education, Sports, and Health teachers at the senior high school level in Subulussalam City, totalling 14. The researchers designed the evaluation instrument to measure these four competencies comprehensively. The results showed that of 14 teachers, 10 (71.42%) were in the "Very Appropriate" category, indicating that their competence was very good and met or exceeded the expected standards.

Furthermore, 3 teachers (21.42%) were included in the "Appropriate" category, indicating that their competence meets the standards but still has room for improvement. Meanwhile, 1 teacher (7.14%) fell into the "Less Appropriate" category, requiring special attention through further guidance or training programs to be carried out by the local government. No teachers were in the "Inappropriate" category. Based on these findings, this study concludes that, overall, the competence of Physical Education, Sports, and Health teachers throughout Subulussalam City is very appropriate with the established competency standards. This study recommends the need for continuous professional development programs to maintain and improve teacher competence evenly, especially for teachers who are still in the less appropriate category.

Keywords: Evaluation; Teacher Competence; Physical Education; Subulussalam.

INTRODUCTION

Education is a conscious, planned effort aimed at enlightening and developing an individual's abilities to benefit the individual, society, the nation, and the state. According to [1], *'Education is a conscious and organised endeavour to create a learning environment and process that enables students to develop their potential actively, thereby attaining religious spiritual strength, self-*

control, character, intelligence, noble morals, and skills necessary for themselves and the community.' Consequently, education is a fundamental priority for any nation or state aspiring to become advanced. Individuals can acquire education through informal, non-formal, and formal channels.

Formal education serves as a benchmark for a nation's development; high-quality education

fosters high-quality human resources, which, in turn, drive a country toward becoming an advanced nation. Therefore, the quality of education must be continuously maintained and enhanced by ensuring that school teachers possess the necessary competencies. To ensure this, the researchers must conduct systematic and continuous evaluations.

Assessment can be defined as the process of reviewing and analysing the value of collected data, involving comprehensive observations to determine the data used as an evaluation tool. Author [2] explains that *'Evaluation is a process of gathering information aimed at performing an assessment, which is subsequently used as a basis for decision-making. The data collected during the Evaluation plays a crucial role in determining decisions, and all such data serves as consideration for evaluators when formulating future policies.'*

Drawing on the theories and perspectives of experts, the researchers state that Evaluation is an activity or process involving systematic observation. This activity supports decision-making or policy-making related to it, using comprehensive data and information about the object under study, with the results as a valuable product.

The formal education process carried out in schools does not occur by chance; rather, it is implemented consciously and through meticulous planning. Executing the learning process within a school environment is certainly not a simple task. To deliver this instruction effectively, teachers need strong capabilities. These capabilities encompass pedagogical, professional, personal, and social competencies, in accordance with Government Regulation No. 19 of 2005 on National Education Standards, which mandates that teachers possess these four competencies.

Competence is a vital component of the teaching profession; it serves as a guide that integrates individual abilities, knowledge, technology, and social and spiritual aspects. Together, these elements form the professional standards for teachers, which include mastery of subject matter, understanding of students, effective teaching methodologies, and the continuous development of personality and professionalism.

Physical Education and Sports are vital components of formal education. Their purpose is to support children's moral growth and development while fostering a positive mindset. According to [3], *'Physical education is a teaching process*

through physical activity and, simultaneously, a teaching process to master physical skills.' Essentially, physical education is an educational discipline focused on human physical activity. However, it does not neglect the development of other aspects such as attitude and knowledge. In other words, physical education emphasises not only the psychomotor domain but also gives equal attention to the affective and cognitive domains. In practice, physical education is often underestimated by teachers of other disciplines. They may perceive this subject as merely physical activity without theoretical foundations, failing to realise the management involved and the specific objectives pursued by Physical Education, Sports, and Health educators.

Specific reasons have shaped the public's perception of physical education teachers; many have experienced a lack of professionalism during their own schooling. Frequently, teachers would merely provide sports equipment, such as a ball, without explaining the learning objectives or the mechanics of the movements to be practised during field activities. Furthermore, parents observe these teachers' performance firsthand when dropping off or picking up their children. They often witness teachers failing to supervise students during lessons, instead sitting on the sidelines while children play freely without clear instructional goals. To verify these public perceptions, we urgently need to evaluate the competencies of Physical Education, Sports, and Health teachers. This will provide a clear benchmark for actions and policies to improve physical education in schools and align it with the expected learning objectives.

METHOD

This study is categorised as qualitative research. Qualitative research is a process undertaken to understand social phenomena and human problems through investigative methods that generate data. According to the author [4], qualitative methods are used to gather in-depth information—specifically, information that carries significant meaning. This meaning refers to the actual, profound data derived from spoken or written words and from observed behaviours.

A population is the entire group or area under study. Author [5] defines it as 'the total collection of subjects or objects that possess certain characteristics and serve as the target for generalising research results.' Based on this definition, the

study population consists of 14 Physical Education, Sports, and Health (PJOK) teachers at the senior high school level in Subulussalam City, with school principals serving as the supporting population. Meanwhile, a sample is a subset of the population that represents the population. According to [6], *'Research samples, whether they are respondents in quantitative research or informants in qualitative research, are the primary sources for obtaining primary data and also guide researchers to relevant secondary data sources within or outside the study.'* The sampling technique employed in this research is total sampling. This method determines the sample by including the entire population. Based on expert opinions and the descriptions above, the study sample comprises senior high school PJOK teachers in Subulussalam City. Data collection techniques are the most critical stage of research, as the primary objective of any study is to obtain information that will inform a conclusion. In this study, the data collection methods used are interviews and documentation.

RESULTS AND DISCUSSION

This study was conducted by distributing questionnaires to 14 Physical Education, Sports, and Health (PJOK) teachers at the Senior High School level. Subsequently, the author processed the data using statistical methods, including Likert-scale analysis, mean score calculations, and percentage analysis. To provide further clarity, the author has outlined the teachers' scores as follows.

Professional competence refers to the specialised skills or expertise that a teacher must possess within the field of education. By possessing such expertise, teachers can perform their duties effectively. According to [7], *'Professional teachers are capable of implementing learning strategies and presenting materials engagingly and effectively; they are not merely oriented toward subject mastery but also toward the developmental process of students' potential, encompassing cognitive, affective, and psychomotor domains.'* Based on the research conducted regarding professional competence, the data obtained from Senior High School teachers in Subulussalam City were processed using the Likert scale formula and are presented in the table below:

5	3	3	3	3	3	3	3	3	3	32	KS
4	4	4	4	4	4	4	4	4	5	41	S
4	4	5	4	5	4	5	5	4	5	45	SS
4	5	4	4	4	5	5	5	5	5	46	SS
5	5	5	5	5	5	5	5	5	5	50	SS
5	5	5	5	5	5	5	5	5	5	50	SS
4	5	5	4	4	5	5	5	5	5	47	SS
5	5	5	5	5	5	4	5	5	5	49	SS
5	5	5	4	4	5	5	5	5	5	48	SS
5	5	5	4	4	5	4	4	4	4	44	SS
5	5	5	5	4	4	5	5	5	5	48	SS
5	5	5	5	5	5	5	5	5	5	50	SS
5	5	5	5	4	5	5	5	5	5	49	SS
5	5	5	5	5	5	5	3	5	5	48	SS

Interval	Category
43-50	Sangat Sesuai
35-42	Sesuai
27-34	Kurang Sesuai
19-26	Tidak Sesuai
10-18	Sangat Tidak Sesuai

Based on the values in the table above, the next step is to calculate the mean score to determine the professional competency category of Physical Education, Sports, and Health teachers in Subulussalam City. To determine this mean value, the researcher utilises the mean formula proposed by the author [8].

$$\bar{x} = \frac{\sum X}{N} \quad \bar{x} = \frac{647}{14} \quad \bar{x} = 46$$

Based on the previously calculated mean, the resulting mean score is 46, placing it in the 'Very Suitable' category. Therefore, it can be concluded that the pedagogical competence of Physical Education, Sports, and Health teachers in Subulussalam City, based on the average calculation, is highly aligned with the required teacher competencies.

Pedagogical competence is an essential skill every teacher must possess. This skill set includes understanding student characteristics, curriculum development, instructional planning, the application of effective teaching methods, and consistent Evaluation of learning outcomes [9]. Based on the pedagogy research, the data obtained from Senior High School teachers in Subulussalam City were subsequently processed using the Likert scale formula and presented in a table.

3	3	3	3	3	3	3	3	3	3	3	3	3	15	54	KS
4	4	4	4	4	4	4	4	4	4	4	4	4	20	72	S
4	5	5	5	4	5	4	5	5	4	4	5	4	23	82	SS
5	4	4	4	3	4	4	4	5	3	4	4	4	19	71	SS
5	5	5	5	5	5	5	5	5	5	5	5	5	25	90	SS
5	5	5	5	5	5	5	5	5	5	5	5	5	25	90	SS
4	4	5	4	5	4	4	4	4	4	4	5	4	23	78	SS
5	5	4	5	5	4	5	5	5	5	5	4	4	23	85	SS
5	5	5	4	5	5	5	5	5	4	5	5	5	25	88	SS
4	5	4	4	5	5	5	4	4	4	4	5	5	20	78	SS
4	5	4	4	4	5	4	4	5	4	5	5	5	22	80	SS
3	5	5	5	5	5	5	5	5	4	5	5	5	24	86	SS
4	5	5	5	5	5	5	5	4	5	5	5	5	25	88	SS
3	3	5	5	3	5	3	5	5	5	5	5	5	25	82	SS

3	3	3	3	3	3	3	3	3	3	24	KS
4	4	4	4	4	4	4	4	4	4	32	SS
5	4	5	4	4	5	5	4	4	4	36	S
4	4	5	4	4	4	4	4	4	4	33	SS
5	5	5	5	5	5	5	5	5	5	40	SS
3	3	3	3	3	3	3	3	3	3	24	SS
5	3	3	3	3	3	3	3	3	3	26	SS
5	4	5	5	5	5	5	5	5	5	39	SS
5	5	5	5	3	4	4	4	4	4	35	SS
4	4	4	5	5	5	5	5	5	5	37	SS
4	3	3	3	3	3	3	3	3	3	25	SS
4	5	5	3	3	3	3	3	3	3	29	S
4	5	5	5	5	5	5	5	5	5	39	SS
5	5	5	5	5	5	5	5	5	5	40	SS

Interval	Category
77-90	Very Suitable
63-76	Suitable
49-62	Less suitable
35-48	Not suitable
18-34	Very unsuitable

Interval	Category
35-40	Very Suitable
29-34	Suitable
23-28	Less suitable
17-22	Not suitable
8-16	Very unsuitable

Based on the values in the table above, the next step is to calculate the mean score to determine the pedagogical competency category for Physical Education, Sports, and Health teachers in Subulussalam City. To determine this mean value, the researcher utilises the mean formula proposed by the author [8] as follows:

$$\bar{x} = \frac{\sum X}{N} \bar{x} = \frac{1124}{14} \bar{x} = 80$$

Based on the previously calculated mean, the resulting mean score is 80, placing it in the 'Very Suitable' category. Therefore, it can be concluded that the pedagogical competence of Physical Education, Sports, and Health teachers in Subulussalam City, based on the average calculation, is highly aligned with the required teacher competencies.

Social competence refers to how a teacher communicates and interacts with students. According to [10], 'Social competence can be defined as the skill and ability of a teacher to interact with the community environment; because a teacher is a figure to be emulated by students, and also a figure whose task is to nurture and guide students toward prevailing norms, they must possess social abilities.' Based on the research conducted on these social aspects, the data obtained from Senior High School teachers in Subulussalam City were subsequently processed using the Likert scale formula and presented in a table.

Based on the values in the table above, the next step is to calculate the mean score to determine the social competency category for Physical Education, Sports, and Health teachers in Subulussalam City. To determine this mean value, the researcher utilises the mean formula proposed by the author [8] as follows:

$$\bar{x} = \frac{\sum X}{N} \bar{x} = \frac{459}{14} \bar{x} = 33$$

Based on the previously calculated mean, the resulting mean score is 33, which falls into the 'Suitable' category. Therefore, it can be concluded that the social competence of Physical Education, Sports, and Health teachers in Subulussalam City, as calculated from the average, is highly aligned with the required teacher competencies.

Personality competence refers to a steady, stable, mature, wise, and authoritative personality that serves as a role model for students while embodying noble character. According to [11], 'Personality competence is a source of strength, inspiration, motivation, and innovation for teachers to develop their pedagogical, professional, and social competencies. Therefore, the development of a teacher's personality competence is currently an absolute necessity. A teacher's attitude and personality can be shaped through specific actions and treatments, both during higher education and within the community environment.'

3	3	3	3	12	KS
3	4	4	4	15	S
5	4	5	5	19	SS
4	4	5	4	17	S
5	5	5	5	20	SS
3	3	3	3	12	KS
3	3	3	3	12	KS
4	5	5	5	19	SS
5	5	5	5	20	SS
5	5	5	5	20	SS
3	3	3	3	12	KS
3	3	3	3	12	KS
5	5	5	5	20	SS
5	5	5	5	20	SS

Interval	Category
18-20	Very Suitable
15-17	Suitable
12-14	Less suitable
9-11	Not suitable
4-8	Very unsuitable

Based on the values in the table above, the next step is to calculate the mean score to determine the personality competency category for Physical Education, Sports, and Health teachers in Subulussalam City. To determine this mean value, the researcher utilises the mean formula proposed by the author [8] as follows:

$$\bar{x} = \frac{\sum X}{N} \quad \bar{x} = \frac{230}{14} \quad \bar{x} = 16$$

Based on the previously calculated mean, the resulting mean score is 16, which falls into the 'Suitable' category. Therefore, it can be concluded that the personality competence of Physical Education, Sports, and Health teachers in Subulussalam City, as calculated from the average, is highly aligned with the required teacher competencies.

After calculating the scores using the Likert scale and determining the mean values for the Physical Education, Sports, and Health teachers in Subulussalam City, the next step is to calculate percentages. The researchers conducted this analysis to determine the percentage level of teacher competence as follows:

$$P = \frac{10}{14} \times 100 \% = 71,42 \text{ Very suitable}$$

$$P = \frac{3}{14} \times 100 \% = 21,42 \text{ Suitable}$$

$$P = \frac{1}{14} \times 100 \% = 7,14 \text{ Less suitable}$$

After analysing the competency indicators for pedagogical, professional, social, and personality competencies, the researchers determined the overall competence of Senior High School Physical Education, Sports, and Health teachers in Subulussalam City. These results are based on the calculation of all obtained scores and their respective percentages. Based on the mean score calculation of teacher competencies, the researchers obtained an average score of 175. According to the assessment variables, this score falls into the 'Very Suitable' category. The detailed breakdown shows that 10 teachers (71.42%) achieved the 'Very Suitable' category, 3 teachers (21.42%) were in the 'Suitable' category, and 1 teacher (7.14%) was in the 'Less Suitable' category.

CONCLUSIONS

Based on the research findings and discussions, we formulated the following conclusions:

Professional Competence: The professional competence of Senior High School Physical Education, Sports, and Health teachers in Subulussalam City is in the 'Very Suitable' category. Responses from 14 teachers yielded a mean score of 46 for professional indicators.

Pedagogical Competence: The pedagogical competence of Senior High School Physical Education, Sports, and Health teachers in Subulussalam City falls into the 'Very Suitable' category. Responses from 14 teachers yielded a mean score of 80 for pedagogical indicators.

Social Competence: The social competence of Senior High School Physical Education, Sports, and Health teachers in Subulussalam City is classified as 'Very Suitable'. This result is based on a mean score of 33 from responses from 14 teachers regarding social indicators.

Personality Competence: The personality competence of Senior High School Physical Education, Sports, and Health teachers in Subulussalam City is in the 'Very Suitable' category. Responses from 14 teachers yielded a mean score of 16 for personality indicators.

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