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The Influence of Principal Leadership, PE Teacher Professional Competence and Teacher Workload toward Sports Achievement in Dieng

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ABSTRACT

This research aims to know the influence of the Principal Leadership, PE Teacher Professional Competence, and Teacher Workload on sports achievement at elementary school. The study population is 31 PE (PJOK) teachers from 50 elementary schools in the Dieng plateau, which belong to the District of Keajar, Wonosobo, and District of Batur, Banjarnegara, Central Java. The survey method is conducted to collect research data and used a quantitative approach to test the hypothesis. The results show that the principal leadership and PE teacher professional competence have no influence on sports achievement at elementary school. Meanwhile, the PE teacher workload, planning, guidance, and student assessment carried out by teachers significantly influence sports achievement at elementary school.

INTRODUCTION

The enthusiasm of Indonesia's sports achievements began in 1962 when Indonesia, for the first time, was trusted to host the 4th Asian Games. At that time, President Soekarno said that the main objective of Indonesia to be the host was to gain achievement and prestige at the international level. At that event, Indonesia managed to rank second out of 16 participating countries, while Tiongkok became the overall champion. After that, Indonesia's sports achievements continued to increase so that they were able to bring the name of the nation at the world level to the point where Indonesia got the nickname "Asian Tigers," which had an impact on Indonesia's efforts to realize its national interests in the world arena. However, after 1997, Indonesia's sports supremacy could not be maintained at the Asian level, especially at the SEA Games and the Asian Games, nor at the world level, such as Olympics. Indonesia's sports achievement showed the trend of setting back and left behind neighboring countries such as Thailand, Singapore, Malaysia, and even Vietnam (KONI, Grand Strategy of National Achievement Sports Development 2014-2024).

To regain the glory of the sports achievement, good cooperation from various parties both at the national and regional levels is required. At the minor organization level, we can begin at school. The sports achievements of elementary schools in Batur and Keajar can be seen from the local Youth and Sports Education Office documentation. It says that in the last three years, 2017-2019, there has been a decrease. (See. Table 1). Physical education is carried out to contribute to national education goals, namely the formation of the whole Indonesian human being (Sari, 2020). The elementary school as an education unit has a role in improving sports achievement through guidance carried out by the PE teachers.

Qualified teachers greatly influence student achievement, especially sports achievement. Many studies stated that teacher's characteristics significantly influence student's achievement. The

teacher's characteristics, including educational background, certification, experience, leadership, and competency score, are the variables that affect student achievement (Sirait, 2016). School as an organization becomes one of the places to develop student sports achievement through PE teacher's guide. Article 18 of Law Number 3 of 2005 on National Sports System states that each academic unit can organize a sports championship, following the growth and development stage of students periodically among the same level of the academic unit; and sports championship among the academic units can be extended to local, regional, national and international levels. The law also regulates that a sports personnel is every person who has qualifications and competency certificates in the sports field. Sports personnel include trainers, teachers/lecturers, referees, judges, managers, promoters, administrators, guides, instructors, medical personnel and paramedics, nutritionists, biomechanics experts, psychologists, or other names specialties and participate in the implementation of sports activities. It is also stated that in carrying out their profession, sports personnel are entitled to 1) Coaching, development, and skills upgrading through training; 2) Safety guarantee; 3) Career advancement, welfare services, legal assistance, and awards.

For this reason, as professional educators, PE teachers must have extraordinary educational qualifications that show they can carry out their profession. Experienced teachers will carry out the educational process to optimize all potential students within the framework of achieving the established academic standards. Based on this, it can be said that professional teachers are those who have the competencies required to present students towards optimal growth and development (Winarni, 2020). Therefore, talking about the skill aspect of professional teachers means examining the competency that a teacher must possess. A teacher must always increase his competency to meet learning objectives inside and outside his class. Students should fully develop, not only in academics but also in personal and social development.

Table 1. Kajajar and Batur Achievement

Kejajar Achievement	Batur Achievement
2017: Becoming nine times champion at the district level	2017: Becoming two-times champion at the district level
2018: Becoming five-times champion at the district level	2018: Becoming one time champion at the district level
2019: Becoming one time champion at the district level	2019: Becoming two-times champion at the district level

Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lectures regulates the teacher qualification and competence as follows: Article 8: Teachers must have an academic qualification and competence, certificate of educator, healthy body and mind, and ability to achieve national education goals. Article 9: Academic qualifications referred to in Article 8 are obtained through higher education undergraduate programs or diploma (D4) programs. Article 10: Teacher competence, referred to in Article 8, includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. Article 11: Educator license, referred to in Article 8, is given to the teachers who meet the requirement.

The PE teacher's professional competence does not mean that they have completed undergraduate studies but must also complement themselves with continuous training to improve their teaching quality. But in reality, the participation of PE teachers in training or other activities which will enhance their competence is meager. It is necessary to implement a competency improvement program starting from the pre-service education levels and in-service education to

improve PE teachers' skills. Pre-service education is carried out through studies in tertiary institutions before becoming a teacher, while in-service education is carried out to increase teachers' ability through studying while teaching, for example. In contrast, they are continuing from Diploma level to Bachelor level. Another competency improvement program for PE teachers can be continuous training and coaching carried out by the Education Office, related education institutions, etc.

In addition to PE teacher's professional competence, student's sports performance is also highly influenced by the principal's leadership. The effective leadership of the principal is closely related to the school's productivity: students' achievement and the average length of time in school (Munger, 2016). As the highest leader, the principal effects and determines the progress and achievement of the school. A good principal's leadership must improve the teacher's performance through the teacher's skill training program. Therefore, the principal must have character, ability, and skill to lead an educational institution. Tukiran (2016) states that a leader can give necessary support to his organization by investing in training and education for the organizational members and improving their overall ability. A visionary principal is a leader with a vision that describes the ideal condition for the school he leads in the future (Wiyani, 2020). However, the achievement certainly cannot be completed all by the principal, but he must involve all stakeholders in the school, including his teachers.

Another phenomenon that arises is the uneven distribution of PE teachers in the Dieng plateau, which belongs to Wonosobo and Banjarnegara, Central Java. In Keajar, Wonosobo and Batur, Banjarnegara, there are 50 elementary schools but they only have 31 PE teachers. The details taken from the official website of the Directorate General of Early Childhood Education, Primary and Secondary Education, Ministry of Education and Culture is as follows in Table 2:

Table .1. List of Elementary School (SD), Students and PE Teachers in Batur and Keajar

Region	Number SD	Total Students	Total PE Teachers	Ratio
Batur	25	3.837	17	1: 226
Keajar	25	3.650	14	1: 260
Total		7.487	31	

However, the elementary schools in Central Java can deliver athletes who have made achievements at the provincial and national levels, namely Freyya Athallah Zayyan (11) from SD IV Purwanegara and Dina Nurmayanda (11) from SD Karangtengah, Banjarnegara Resi. Both managed to enter the National team of female tennis athletes under the age of 12. Meanwhile, Danang Hafisan Oktavianto from Banjarnegara Regency, who has been practicing football since the age of 9, has managed to join The Under-15 National Team of Student PSSI. Apart from Banjarnegara Regency, in Central Java, there is also a female karate athlete from SDN 5 Wonosobo Regency, who succeeded in earning sports achievement as the third winner of the provincial level in Wonosobo Female Karate Championship. The role of the school teachers, especially PE teachers, and the principal leadership in planning and attaining the school performance certainly affects the students' achievement. Based on the description above, this research objective is to analyze whether there are any influences of the principal leadership, professional competence, and workload of the teachers in Batur and Keajar toward the achievement of elementary schools which have produced several national athletes. So, from elementary school achievement, it is expected to regain

Indonesia's sports achievement at national and international levels. The hypothesis of this study are: 1) Is there any influence of the principal leadership toward his school's sports achievement? 2) Is there any influence of the professional competence of PE Teachers toward their students' sports achievement? 3) Is there any influence of the workload of PE Teachers toward their students' sports achievement?

RESEARCH DESIGN

Educational research includes posing a question, collecting data, and analyzing data to answer the inquiry. It helps educators understand problems or issues through the accumulation of knowledge (Creswell, 2012). The result of the research can be an input or reflection for related parties in making policies and changes. In this study, researchers used quantitative descriptive methods; analysis was conducted to describe specific symptoms, phenomena, or events. Primary data collection is completed by distributing the questionnaire.

Meanwhile, the secondary data, which is the service information, is collected to obtain information regarding the phenomena, condition, and research variables. The researchers also test the hypothesis as quick answers: H1: The principal leadership influences the elementary school's sports achievement; H2: Professional competence influences the elementary school's sports achievement; H3: The PE teacher workload influences the elementary school's sports achievement. The research population was all 31 PE teachers from 50 elementary schools in Dieng Plateau, which belongs to Batur, Banjarnegara, and Kejajar, Wonosobo, Central Java. In this research, the principal leadership is measured by the survey result about the school planning in the field of student's physical health and sport, which the principal compiles, including setting the school's sports achievement target, evaluating, and monitoring. Additionally, the researchers survey feedback from the principals toward the school's sports achievement periodically to push the school to scout talented athletes and create cooperation among the stakeholders to improve the school's sports achievement. The PE teacher's professional competence is measured by analyzing the educational background, teaching and skill certificates, teacher competency test participation, and PE teacher's skill in developing teaching material and using information technology. A teacher, who has professional competence, will consider whether or not he can influence the school's sports achievement. The teacher workload is measured through the response of 31 PE teachers in conducting a teacher workload following Regulation of the Minister of Education and Culture Number 15 of 2018, which states that the teacher's workload is 40 (forty) hours in 1 (one) week. The implementation of workload includes the main activity: a) to plan learning or counseling; b) to carry out learning or counseling; c) to grade the learning or counseling outcomes; d) to guide and train student, and e) to carry out additional tasks attached to the implementation of the main activity.

The data collection process begins with compiling questionnaire instruments in google form after determining indicators according to the research dimensions, which is then outlined into questions for the respondents. The questionnaire consists of ten questions for each variable with the answer score in the range of 1 to 5. The analytical tool to test the hypothesis uses a descriptive statistical test and hypothesis test using the SPSS 25.0 program for Windows.

RESULT AND DISCUSSION

From the result of the data collection, it is known that not all PE teachers in Batur and Kejajar have a bachelor education background under the provision of The Ministry of Education and Culture. Out of 31 PE teachers, only 71% have a Bachelor's knowledge, and 16.1% are Diploma graduates, while the remaining 12.9% are high school graduates, as shown in figure 1:

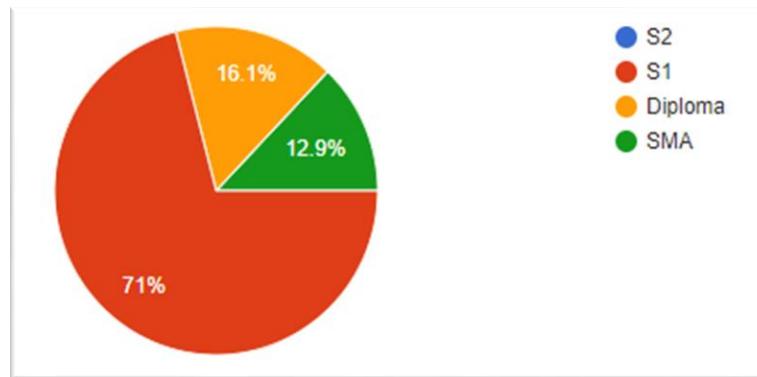


Figure 1. The Composition of PE Teacher Educational Background

Using the SPSS program for windows version 25.0, we obtain the outcome of the descriptive statistical data processing for each variable, as follows:

Table 3. The Result of Descriptive Statistical Tests

		Principal	KPG	BKG	POS
N	Valid	31	31	31	31
	Missing	0	0	0	0
Mean		41.8065	40.6129	38.7097	38.0000
Median		42.0000	41.0000	38.0000	38.0000
Mode		40.00	40.00	37.00	43.00
Minimum		30.00	31.00	32.00	31.00
Maximum		50.00	46.00	46.00	44.00

From the outcome of reliability testing, it is found that Cronbach's Alpha is more significant than 0.7 in all variables so that the research data is reliable with the following details:

Table 4. The Result of Reliability Tests

No.	Variables	Cronbach's Alpha
1	Principal Leadership	.767
2	Professional Competence	.717
3	Teacher Workload	.712
4	School Sports Achievement	.735

The Outcome of Hypothesis Tests

The research hypothesis to be tested are: 1) There is an influence of the principal leadership toward the elementary school's sports achievement; 2) There is an influence of the teacher professional competence toward the elementary school's sports achievement; 3) There is an

influence of the teacher workload toward the elementary school's sports achievement; then the sample data processed through the SPSS 25 program produced the T-test, F-test and the coefficient of determination as follows in Table 5:

Table 5. The Result of T-Test

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.506	7.807		.065	.949		
	Principal	.010	.209	.010	.049	.962	.468	2.137
	KPG	.429	.232	.354	1.854	.075	.541	1.848
	BKG	.507	.201	.435	2.525	.018	.666	1.502
a. Dependent Variable: POS								

Table 6. The Result of F-Test

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	231.542	3	77.181	7.880	.001 ^b
	Residual	264.458	27	9.795		
	Total	496.000	30			
a. Dependent Variable: POS						
b. Predictors: (Constant), BKG, KPG, Principal						

The First Hypothesis, the result of the hypothesis testing with the significant 5% ($\alpha = 0,05$) and degree of freedom $(n-1) = (31-1) = 30$ obtain the t-estimated of 2,042 dan the t-calculated of 0,049, which means the t-calculated is smaller than the t-estimated ($0,049 < 2,042$) with a significant t of 0,962 is more excellent than 0,05; thus H_0 is accepted, namely the principal leadership does not have any considerable influence on the school's sports achievement.

The Second Hypothesis, the result of the hypothesis, obtains the t-calculated of 1,854, which means the t-calculated is more petite than the t-estimated ($1,854 < 2,042$) a significant t of 0,075 is smaller than 0,05. Thus H_0 is accepted. Namely, the teacher's professional competence does not have any considerable influence on the school's sports achievement.

The Third Hypothesis, the result of the hypothesis obtained the t-calculated of 2,525, which means the t-calculated is greater than the t-estimated ($2,525 > 2,042$) with a significant t of 0,018 smaller than 0,05; thus, H_0 is rejected. Namely, the teacher workload has a considerable influence on the school's sports achievement.

Based on the results of the F test (See. Table 6), namely the hypothesis test to determine the influence of the independent variable simultaneously on the dependent variable with a significant 5% ($\alpha = 0.05$) and $df_1 = 3$; $df_2 = 27$, it is obtained that the Ftable value = 2.96. The results of the SPSS calculation produces the F-calculated = 7.880 so that the F-calculated > F-estimated ($7.880 > 2.96$) with a significant F of 0.001, which is smaller than 0.05, then H_0 is rejected, namely Principal Leadership, Teacher Professional Competence, and Teacher Workload collectively have a significant effect on sports achievement. Furthermore, by using the SPSS 25 program, the coefficient of determination is 40,8%, which illustrates that the presentation of the variables of the school's sports achievement could be explained by the variables of the principal leadership, the

teacher professional competence, and the teacher workload, while the remaining 59,2% explained by other factors, as reflected in the table below:

Table 7. Coefficient of Determination

Model Summary										
Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.683 ^a	.467	.408	3.12965	.467	7.880	3	27	.001	2.564
a. Predictors: (Constant), BKG, KPG, Principal										
b. Dependent Variable: POS										

Discussion

The hypothesis test result shows no influence between the principal leadership toward the school sports achievement, indicating that in achieving the school's achievement target, the central administration must be supported by other factors. No matter how good the principal leadership is, it must be supported by other factors to meet the achievement target, according to the coefficient of determination in which 59,2% of other factors explain the influences on the school sports achievement. Other factors in achieving the school's sports target include PE teachers assigned to plan, conduct, and foster the student's sports activities and cooperate with stakeholders to improve the school's sports achievement. Furthermore, PE teachers also need sports equipment and facilities, the number of elementary student competitions held by the government, and regular and tiered training to improve the teacher's quality.

However, teachers with professional competence cannot work alone to deliver the school sports achievement. Like the principal leadership, the teacher's professional competence must also be supported by other factors such as facilities and equipment, student's talent, parental support, cooperation with sports event organizers, regular competition, etc. In a research conducted in 1966, Coleman stated that family educational background is closely related to student achievement (Sirait, 2016). The role of the family is greatly needed in increasing student achievement, including sports achievement at school. An athlete development program for national and international achievement requires a coaching process from an early age and must be conducted in stages and simultaneously, and it should involve family. There are at least 9 (nine) factors that influence this early age sports development, as mentioned in the theory of Sports Policies Leading to International Sporting Success (SPLISS) De Bosscher et al. (2006) called the theory of the policy effect on medals getter in summer Olympics. The 9 SPLISS pillars are 1) Financial Support, 2) Organization and structure of sport policies, 3) Stakeholders participation, 4) Talent identification and development system, 5) Athletic and post-career Support, 6) Training facilities, 7) Coaching provision and coach development, 8) Frequency of competition, 9) Scientific research. Thus, the PE teachers' competence cannot act alone, but they need support from other factors to deliver the student sports achievement.

The number of PE teachers in the research area also shows the imbalance between the number of schools and the number of PE teachers, with the ratio of teachers to students reaching 1:200. It appears that many schools do not have PE teachers, and the subject of Sport and Health Physical Education is taught by homeroom teachers who are lack competence in the sports field, resulting in an imbalance in school's sports achievement. Besides, there are still many PE teachers who have not met the Ministry of Education and Culture; they are only Diploma/High School

graduates. However, many elementary school students in Kejajar and Batur were able to excel in sports up to the national level. This supports the research findings that the teacher's professional competence does not influence the school's sports achievement. The hypothesis test result shows that the t-calculated of 1,854 is smaller than the t-estimated.

The research data shows that the teacher workload significantly influences school sports achievement. The unequal number of PE teachers in the research area and the inception of the elementary school's outstanding athletes show that the schools with PE teachers who carry out their workload following the provision of the regulation will influence the school sports achievement. In other words, in the maximum limit determined by the statute, the higher the PE teachers' workload is, the better the school sports achievement is. The PE teachers who carry out the workload fully will be able to plan, conduct, coach, and do the task well and find the aspired athlete at an early age to participate in a competition in stages. In turn, they can improve the school sports achievement. The PE teachers who can work according to their required workload will evaluate and re-plan changes in environmental conditions to achieve school sports achievement targets.

CONCLUSION

The research result shows no influence between the principal leadership and the teacher professional competence toward the school sports achievement. This is indicated by the impact of the t-calculated partial test of the principal's leadership on the school's sports achievement of 0,049, which is smaller than the t-estimated (0,049 < 2,042) with the significant t of 0,962, which is greater than 0,05, as well as the variable test outcome of the teacher professional competence result in the t-calculated smaller than the t-estimated. The school sports achievement cannot solely be influenced by the principal leadership in planning, controlling, and evaluating the schools' performance, likewise the PE teacher's professional competence. The top leadership or the teacher's professional competence cannot influence the school's sports achievement, considering the unequal number of PE teachers to the number of schools. Other factors influence school sports achievement as reflected in the coefficient of determination of 40,8%. This explains that the other 59,2% factors influence the presentation of the school sports achievement variables. However, in contrast to the teacher's workload, the hypothesis test result shows that the t-calculated of 2,525 is greater than the t-estimated of 2,042 with a significant t of 0,018 smaller than 0,05, which indicates that the teacher workload significantly influences the school sports achievement. The PE teachers who carry out the normal workload following the government regulation, namely 40 hours a week, will be able to plan, conduct, guide, assess their students, collaborate with related parties, and involve the students in competition in a scheduled and periodic manner to improve the school sports achievement. A proportional workload implies that teachers do not only carry out learning but are also required to design learning and follow policies to continue developing themselves (Mustofa, 2018). Based on the result of the study, the authors give some suggestions as follows: 1) The follow-up study on the factors that influence the sports achievement, especially at the elementary school level, so it can be a reference for related parties to improve further the quantity and quality of human resources in general and the sports achievement in particular. The authors believe that human resources, which is the focal point of national development, are expected to be managed holistically and systematically, 2) The principal and related parties, such as Education Office, Teachers Working Group (KKG), and social community, are expected to be able to push the improvement of the PE teacher quality and to develop the sports achievement improvement program at the school, 3) The

progress of PE teachers professional competence is carried out in an integrated and sustainable manner. Pedagogic and professional training must be carried out to prepare young generations who are healthy, resilient, and outstanding, 4) Recruitment of PE teachers must be carried out regularly according to the growth and needs of the school so that the modules for Physical Education in Sports and Health can be delivered to students by teachers who have competence in the field of sports, 5) The principal and the PE teachers should work together to involve all relevant stakeholders so that the development of sports achievement from an early age can be attained and sustained to a higher level.

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