

Analysis of Primary School Teacher Academic Qualifications in Physical Education in Tanjungpinang City

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Abstract: Research on analysing academic qualifications and shortages of Physical Education Teachers at elementary school level in Tanjungpinang City was conducted from August to October 2023. This research aims to find out how many elementary school teachers in Tanjung Pinang City have an academic background in physical education subjects and what challenges elementary school teachers who do not have physical education experience face when implementing physical education activities. This research will use survey methods and quantitative descriptive data analysis with a percentage approach to analyse data based on the academic background of each teacher. The survey found that around 78% of elementary schools in Tanjungpinang City lack physical education teachers, their performance is very low, and physical education subjects are taught by teachers who are unqualified or do not meet qualifications in their fields. This affects student learning outcomes due to the teacher's lack of teaching skills. Therefore, to overcome the problem of qualifications and shortage of physical education teachers in Tanjungpinang City, it is necessary to provide workers from the region or graduates with physical education degrees. However, to produce graduates with a bachelor's degree in physical education, a well-accredited university is needed that can provide a physical education study program that can meet the needs of physical education teachers in Tanjungpinang.

Keywords: Learning outcomes, Physical Education, Primary School, Qualifications, Teacher Challenge

INTRODUCTION

A teacher is an educator with the ability to guide students, educate students, carry out assessments and evaluate student learning outcomes (Hamid, 2017; Maya, 2003). To become a teacher or educational staff member, the requirements that must be met are appropriate qualifications and educational background (Alamsyah et al., 2020). Prospective teachers, both primary and secondary school teachers, must have a minimum academic qualification of Strata 1 (S/1) or Diploma (D/IV). Academic qualifications are the lowest level of education that a teacher must have, as evidenced by a diploma or expertise certificate, now called a relevant educator certificate, by statutory provisions (Andriana et al., 2018).

The expertise possessed by teachers will influence the learning process that will be carried out (Susanti et al., 2020), such as the physical education subject in elementary schools, which should be taught by teachers with an educational background in Physical Education, however, in

its application there are still discrepancies found in teachers' educational backgrounds, this is similar to the results of research conducted by (Jakaria, 2014) that the number of non-conforming teachers nationally is relatively low, namely around 17% of the total number of Physical Education teachers of 91,362 teacher person. Based on the results of interviews conducted with the chairman of the Igornas (Sports Teachers Association) of Tanjungpinang City, it was stated that there was a discrepancy in the educational background of Physical Education teachers in Tanjungpinang City at the elementary school level, but there was no valid data to determine the number of discrepancies. Based on this background, this research was conducted to find out how many elementary school teachers have academic qualifications in physical education subjects in the city of Tanjungpinang and to find out what the challenges are for non-physical education elementary school teachers in implementing physical education learning activities.

METHOD

This research will use a survey method with quantitative descriptive data analysis and a percentage approach to analyse data for each teacher based on their academic qualifications (Nurkholis, 2022). The data and information in this research were collected from respondents using interviews, which asked questions related to the challenges of being a teacher with different or non-linear qualifications. After the data is obtained using a descriptive survey method, the results will be explained at the end of the research (Ajizah, 2021). The population in this research are all teachers who teach physical education subjects at Tanjungpinang City Elementary Schools. To determine the sample in a study, you must use appropriate techniques. For this research sample to be considered appropriate to the population, sampling was carried out using a random sampling technique (Tampubolon, 2020). It can be seen that the total population is more than 100 teachers who teach Physical Education subjects, so in this research, a sample was taken from the total population, and related to this, in this study, the population was 120 people, so the total sample in this study was 20 teachers who taught physical education subjects.

The instrument for collecting data in this research will then be analysed using survey and interview techniques. Interviews are a technique of asking samples with questions that have been prepared according to the context of the research. The questionnaire distributed in this research was closed, and interviews were conducted regarding the challenges faced by non-physical education teachers at Tanjungpinang City Elementary Schools. Meanwhile, the data analysis used in this research uses a quantitative descriptive method with a percentage approach to analyse data for each teacher based on academic qualifications and the subject area being taught (Nurkholis, 2022). This research will be carried out in August-November 2023 at the Tanjungpinang City Education Office and Elementary Schools in Tanjungpinang City.

FINDINGS AND DISCUSSION

A teacher's performance is greatly influenced by several factors, including competency, academic qualifications, training and teaching experience (Mukti, 2017). The

importance of a teacher's educational background greatly influences the quality of their performance in the field (Andriana et al., 2018), and currently, improving the academic qualifications of physical education teachers is a requirement.

Findings

Research data was obtained through instruments in the form of questionnaires and interviews. Based on the results of the data analysis that has been carried out, the following research results were obtained:

Table 1. Data Percentage of Physical Education Teachers in Tanjung Pinang City

Number of Teacher Shortages	Number of Schools	Percentage (%)	Category
64	39	78%	Very less
0	11	22%	Enough

In the data above, it can be seen that 39 of the 50 State Elementary Schools in Tanjungpinang City experience a shortage of Physical Education Teachers. There are 50 state elementary schools in Tanjungpinang City, consisting of 15 state elementary schools in the Bukit Bestari District. Ten public elementary schools in Bukit Bestari District are experiencing a shortage of Physical Education teachers, and five public elementary schools in Bukit Bestari District do not have enough Physical Education teachers. In West Tanjungpinang District, there are 10 public elementary schools. Seven public elementary schools in West Tanjungpinang District are experiencing a shortage of Physical Education teachers, and three public elementary schools in West Tanjungpinang District do not have enough Physical Education teachers. There are nine public elementary schools in Tanjungpinang City; there are six public elementary schools in Tanjungpinang City District that are experiencing a shortage of Physical Education teachers, and three public elementary schools in Tanjungpinang City District that have enough Physical Education teachers. Meanwhile, in East Tanjungpinang District, there are 16 State Elementary Schools and all State Elementary Schools are experiencing a shortage of Physical Education teachers.

In percentage terms, the shortage of Public Elementary School Physical Education teachers in Tanjungpinang City is 78%, while 22% of

Public Elementary Schools in Tanjungpinang City have sufficient Physical Education teachers. From the analysis data and percentages above, it can be seen that the Tanjungpinang City Public Elementary School needs additional Physical Education teachers and is in the very insufficient category.

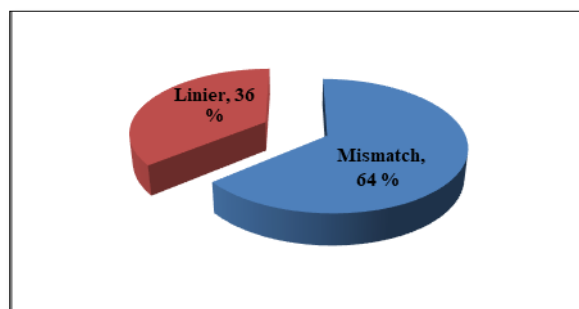


Figure 1. Incompatibility of Public Elementary School Physical Education Teachers in Tanjungpinang City

From the picture above, it can be seen that only 36% of Physical Education teachers meet the qualifications or are qualified to teach Physical Education subjects at public elementary schools in Tanjungpinang City. In comparison, 64% of Physical Education teachers at public elementary schools in Tanjungpinang City do not meet the qualifications. Of course, this figure is still very high. So, it can be concluded that there is a large difference in the level of non-compliance among Physical Education Teachers in Tanjungpinang City.

Educational qualifications, where many teaching staff are still found who are not aligned with the tasks they are responsible for (Lafendry, 2020). Many of the current teachers also do not meet the national standards for academic qualifications as Physical Education educators (Jahidi, 2014). Their educational background is not relevant to what they teach or can be said to be non-linear, which is the source of problems regarding linearity and fulfilling the qualifications of Physical Education teachers (Nazidah, 2021). Based on the data collected, 36 teachers teach Physical Education according to their field, while the shortage of Physical Education teachers is 64 teachers. Due to limited human resources, the role of Physical Education teachers at Tanjungpinang City Public Elementary Schools is to cover all classes to provide learning. If there are more classes, those who will teach may be teachers who do not come from physical education or teachers who do not

have the qualifications to be physical education teachers (Suryaatmaja, 2020). The impact of this problem is that the quality of students' education is affected because, based on their knowledge, Physical Education teachers who come from S1 Physical Education and Health graduates have better performance compared to S1 graduates in other fields and high school graduates. These results have been reviewed from several aspects (Made Satyawati et al., 2020).

Discussion

Linearity in fulfilling the academic qualifications of physical education teachers in Tanjungpinang is generally at a low level. The problem of linearity in students' education has become a special concern, and this has been stated in the Minister of Education and Culture Regulation Number 46 of 2016. This policy stipulates that every teacher, including physical education teachers, must have an educational background in their field of expertise. Therefore, physical education educators are required to have a bachelor's degree or four diplomas and meet academic qualifications in the fields of physical education and health (Satyawati et al., 2020). The existence of linearity in the field of physical education and health influences teachers' perspectives in understanding children's characteristics and in preparing learning plans and tools. Apart from that, the connection between a linear educational background and the field of physical education knowledge also has an impact on teachers' understanding of the code of ethics, mastery of competencies, and improving the quality of physical education. On the other hand, the lack of understanding of teachers who have different qualifications in carrying out learning will have an impact on student learning outcomes (Diksa & Aufa, 2018). Moreover, physical education learning is physical activity learning that is carried out consciously and systematically to achieve learning goals, namely helping the growth and development of students (Arifin, 2017). From this understanding, a Physical Education teacher has an important role, namely that he must be able to guide students to carry out good and appropriate physical activities.

Physical education subjects that are well structured will provide many great benefits, such as influencing academic grades, improving movement skills and physical fitness, enriching students' knowledge about health, increasing

endurance, strength, speed, etc. (Aenon et al., 2020). However, if the teaching staff does not come from their field, then achieving the learning objectives will be very difficult. Likewise, with Physical Education learning, if the person guiding does not have qualifications as a physical education teacher, then the implementation is simply by sending the child to the field, providing a soccer ball for boys and a volleyball for girls. The teacher watches on the sidelines. This is very contrary to the complete duties of a physical education teacher (Fetura & Hastuti, 2017).

The lack of suitability of education and linearity of physical education teachers also often occurs because of the stigma that carrying out Physical Education learning is very easy, you have to give a soccer ball to male students and a volleyball ball to female students, while teachers just sit on the sidelines and are busy with their affairs such as playing with gadgets or chatting with other people (Darmawan, 2018). There are even physical education teachers who are not linear and think that learning Physical Education is not very important. Hence, the teacher gives drawing assignments during Physical Education class hours. Therefore, because of this stigma in learning Physical Education, especially in elementary school, it is not heavy. So that teachers whose background is not in Physical Education can also teach Physical Education subjects (Aenon et al., 2020).

The lack of appropriateness of education and linearity of physical education teachers causes questions about the quality of teachers in the learning process (Mustafa, 2020). Previous research shows that non-linear physical education teachers have an impact on differences in teachers' abilities to understand the characteristics of students and also influence the preparation of learning plans that suit their needs and development (Arifin, 2017). Apart from that, non-linear teachers also have different perspectives on students and may have varying competency mastery because their previous education was not focused on learning related to physical activity (Nazirun et al., 2020). The issue of educational suitability and linearity continues to be discussed every year. To improve the professionalism and performance of physical education teachers, the government sets standards that academic graduates must have an educational background in physical education (Nazirun et al., 2020). Therefore, each educational institution takes different attitudes

and policies according to the challenges faced by each institution. Professional development activities are also an effort to improve teacher quality in line with current developments (Elan et al., 2022).

Apart from that, the main factor causing the shortage of physical education teachers, especially in Tanjungpinang City, is that there are no universities in the Riau Islands Province that provide Physical Education study programs with Very Good accreditation, let alone Excellent. Meanwhile, the regulations for looking for a job require a minimum of excellent accreditation or B accreditation. In fact, because of this, in 2022, the Tanjungpinang City Government will open many CPNS and PPPK vacancies for physical education teachers with a quota of 30 people. However, only five teachers registered with educational suitability and linearity.

To overcome this problem, something has been done by one of the State Universities in the Riau Islands, especially Tanjungpinang City, to overcome the shortage of Physical Education teachers. Since 2021, one of the State Universities in Tanjungpinang City has started recruiting Educators or Teaching Personnel with Physical Education qualifications to open a Physical Education and Health study program with the hope of producing the best graduates and filling the shortage of physical education teachers in the Riau Islands Province, especially State Elementary Schools in Tanjungpinang City. However, until now, when this research was conducted, namely October 2023, the Physical Education and Health study program had not been established due to not being permitted to open an Education-Based Study Program. It is very unfortunate that the government has postponed or put a moratorium on the establishment of educational study programs. It is clear in the field that almost 78% of State Elementary Schools in Tanjungpinang City lack physical education teachers who are suitable or qualified in their field. Therefore, it is hoped that the Government can immediately open a moratorium on education study programs, especially the Physical Education and Health Study Program, because the need for Physical Education teachers in Tanjungpinang City is very urgent.

CONCLUSION

Professional educators certainly come from appropriate or linear qualifications. An

educator also has minimum requirements or conditions for Strata I because there are still many teachers who are only secondary school graduates. This is, of course, very contrary to the applicable regulations. Many educators are different or do not match their majors due to the lack of interested educators willing to serve in certain areas. From the research, it can be concluded that elementary schools in Tanjungpinang City need a lot of physical education educators. Because, on average, apart from the shortage of teachers, several schools empower teachers who are not in their field. For example, a religious teacher teaching physical education or even an education worker or administrative staff member who is assigned to teach physical education subjects. This happens because no higher education institution can produce Physical Education graduates in Tanjungpinang City. Meanwhile, graduates of higher education in other areas do not necessarily want to serve or teach in Tanjungpinang City because the City Government has made a big opening in recruiting almost 30 physical education teachers. Still, even though there are many vacancies, only five teachers have registered. From this, it can be said that there is very little interest from outside the region. If teachers or teaching staff are not linear, it will certainly greatly affect the quality of student learning outcomes. Therefore, this research was carried out to provide supporting data for the City of Tanjungpinang so that it can produce the best Physical Education graduates by opening a Physical Education and Sports Study Program in Higher Education, with the hope that the best graduates can serve the land.

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