

## Research Article

### Effect of Physical Fitness, and Self-Concept on the Performance of Teachers of Physical Education in Ambon City

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#### ABSTRACT

This study aim at determining the effect of Physical fitness, self-concept and sports motivation on performance of teacher elementary school. Method: The research used quantitative approach with survey method and path analysis applied in testing hypothesis. The research was conducted at Ambon City with a sample of 50 teachers physical education elementary school selected through random sampling. Data analysis technique is an analysis regression (ANAVA) with F test and t-test at a significance level of  $\alpha = 0.05$ , and path analysis. Results: The results of this study indicate that: (1) there is positive direct effect of physical fitness on performance of teachers in the amount of 0.326, (2) there is positive direct effect of self-concept on performance of teachers in the amount of 0.333, (3) there is positive direct effect of self-concept on performance of teachers in the amount of 0.355, (4) there is positive direct effect of physical fitness on self-concept in the amount of 0.318, (5) there is positive direct effect of on self-concept in the amount of 0.307. Conclusion: The conclusion showed that physical fitness, self-concept and sports motivation are important determinants to decrease the performance of teachers on physical education at elementary school of Ambon City.

*Keywords: Performance, Physical education, Physical fitness, Self-concept, Sports motivation*

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#### Introduction

The teacher is the spearhead implementing sufficient education plays a role in determining quality Human Resources (HR). In the face of developments an increasingly complex world, teacher professional abilities, and educators need developed sustainably. Avalos [1] states; Teacher professional learning is a complex

process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change.

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Accordingly, in order to make improvements to quality of education and for facing the changing times, the professionalism of teachers and personnel educators need to be improved. As educators, teachers are expected to appear professional inside carry out its duties, because the teacher is the main component boosting student achievement. Facts in the field, teacher performance in Indonesia so far, the impression is not optimal, the teacher implements their duties are only as routine activities, space for creativity, innovation for teachers relative and creativity is not part of it of achievement. Quality is natural our education is far from hopes and needs. Even though capacity is very wide, education has a role and positive effect on everything field of life and development of humans with various aspects his personality.

Performance success too determined by work as well one's ability in the field. Work success too related to job satisfaction someone, this is also stated by Harsa [2], namely: Teachers' positive affectivity was shown to positively associate with their self-efficacy for teaching, engagement with and progress at valued work-related goals, and work satisfaction. Teacher positive effectiveness has been shown to be related positively with self-efficacy them for teaching, engagement with and progress on goals related to valued work, and job satisfaction. Performance success too determined by work as well one's ability in the field. Another view argued [3] which describing the performance are: A "performance" may be defined as all the activity of a given participant on a given occasion which serves to influence in any way any of the other participants. So, performance is the whole activity of particular participant on occasion certain that it works for affect in any way from other participants. Armstrong [4] stated that "Performance is the achievement of quantified objectives." But not only what people achieve but how they achieve it. The accomplishment, execution, carrying out, working out of anything ordered undertaken. Armstrong declared performance is achievement of measurable goals. But not only what was accomplished, but how to get there.

Former Minister of Education National Wardiman Djoyonegoro in an interview with a private television station, 16 August 2004, said

that there is 43% of teachers who meet the requirements, most of the teachers 57% did not or not yet eligible, no competent and unprofessional. Lack of teacher understanding against their duties cause frequent occurrence process errors learn how to teach. To overcome the problem is needed by the teacher effective. Effective teachers will not shackled by mistakes. Cruickshank et al. in Thompson et al. [5] argued about effective teachers that is: "...good teachers are caring, supportive, concerned about the welfare of students, knowledgeable about their subject matter, able to get along with parents... and genuinely excited about the work that they do... Effective teachers are able to help students learn".

Huysman in Willis and Varner [6] said that there are several factors which affect the quality of performance professional teachers, namely: "Motivation, effort, and job satisfaction can be linked to teacher morale". Based on that statement it can be concluded that professionalism of teachers in learning wouldn't happen without the existence of motivation, effort and satisfaction work. The success of the performance is also determined by the work and ability of a person in that field. Another view [3] put forward which explains performance is: A "performance" may be defined as all the activity of a given participant on a given occasion which serves to influence in any way any of the other participants. Thus, performance is all activities of a particular participant on a particular occasion which serves to influence in any way from other participants. Armstrong [4] stated that "Performance is the achievement of quantified objectives. But not only what people achieve but how they achieve it. The accomplishment, execution, carrying out, working out of anything ordered or undertaken. Armstrong stated that performance is the achievement of measurable goals. But not only what is achieved, but how to achieve it.

Physical education teacher has a strategic role in education, even sources other adequate educational power often less meaningful if not supported by that teacher quality because the physical education teacher is an educational staff much needed in all education level, namely from pre-school to high school above, even in college. As stated by Lortie et al. in

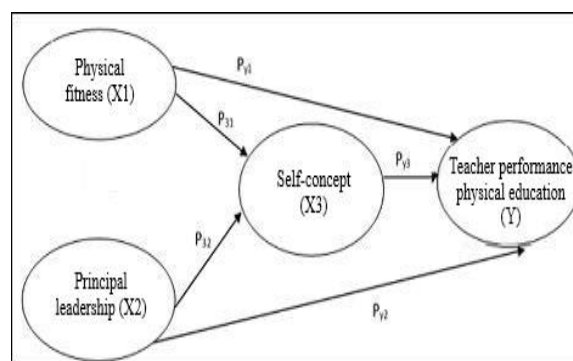
O'Bryant et al. [7]: "physical education teachers tend to have the desire to work with and help others as well as believe the profession provides a valuable service to society". This is because of the benefits physical education already known the result, which is in order to mature students, namely education in all domains, domains affective, cognitive, physical, and psychomotor. In physical education, motion skills must be the main focus. As it is said by Akbari et al. [8]: "Fundamental motor skills help children control their bodies, manipulate their environment, and form complex skills and movement patterns involved in sports and other recreational activities." The Purpose motion skills to help students to develop mobility towards the performance of movement skills. When there is an internal failure develop movement skills elementary in the pre-school years and school will be dangerous physical activity in the future.

While the observations are done by, that, some teachers has not shown good performance in carrying out their duties and function, meaning in accordance with main duties and functions of teachers, such as activities in planning teaching program, implementing learning activities, carrying out assessments, implementing daily tests, compiling and implementing a repair program and enrichment and conduct the development of the teaching field be his responsibility. As an overview of the teacher's profile. Its performance is still low, including teachers teach monotonously and without careful preparation. Teachers still using preparations teach very simply, not yet fully used, curriculum reference required, and inconsistent in scenario implementation lesson plan (RPP) which has been prepared and in the teacher learning process still dominant using method lecture. This phenomenon is observed at the time of the implementation of supervision in schools at the school Basic Negeri Sekota Ambon. There are teachers who teach only based on past experiences the past from time to time, so feel memorized by heart and do not want to change to new things, including methods learning, use of media, a lack of scoring system understood, teach by rote/without teaching preparation. This situation is small the possibilities and hence we hope that the principals

basic as a leader have leadership abilities which is quite high. Headmaster is as a leader. Every primary school principal as organizational leaders need to master and have the ability to motivate his subordinates, in order primary school principals can influence their subordinates should understand what is becoming the needs of his subordinates. Very successful school management determined by human resource utilization activities. By because it's the principal as leader in an organization should be aware and responsive techniques to maintain job performance and satisfaction teachers, among others, by giving encouragement to teachers so that they can carry out their duties accordingly with rules and directions. It will be solved in this study was the effect of physical fitness, performance of physical education teachers, principal leadership and self-concept of elementary schools in Ambon city.

### Methods

The purpose of this research is to know there is influence variable physical fitness, principal leadership, and self-concept on teacher performance physical education. As for the place research in Ambon City, month October - December 2018. Research using this approach quantitative by survey methods and path analysis techniques. As for analysis the path used to analyze three exogenous variables and one endogenous variables. Exogenous variables consists of physical fitness (X1), principal leadership (X2) and self-concept (X3) meanwhile endogenous variable is teacher performance physical education (Y) (Figure 1).



*Figure 1. Research constellation*

The target population of this study are all education teachers physical space in the City area Madya Ambon, Maluku Province as many as 100 participating teachers Teacher Professional Education and Training (PLPG), with the technique of taking sample using random sampling of 50 Physical Education teachers. Data collection techniques with using research instruments. The data analysis technique used for this research is statistics descriptive and inferential statistics. To test the research hypothesis by using the requirements test analysis,

namely normality test, test linearity, and path analysis.

## Results and Discussion

The data description includes the physical fitness teacher performance variable data (Y), physical fitness variables (X1), principal leadership variables (X2), and self-concept variables (X3). From the results of descriptive statistical calculations, it can be recapitulated as shown in Table 1 and Table 2.

Table 1. Descriptive statistics summary

Information	Physical education teacher performance	Physical fitness	Principal leadership	Self-concept
Average	129.38	50.02	123.91	115.47
Standard Error	1.44	1.49	0.90	0.84
Median	129	52	124	115
Modus	128	52	125	115
Standard Deviation	9.63	10.00	6.04	5.65
Variants	92.8313	100.0677	36.5374	31.8909
Range	41	35	23	23
Lowest	106	32	111	103
Highest	147	67	134	136
Score Total	5822	2251	5576	5196
Sample Size	45	45	45	45

Table 2. Summary of direct effects between variables

No.	Direct effect	Path coefficient	dk	t <sub>count</sub>	t <sub>table</sub> α = 0.05
1.	X1 toward Y	0.326	41	3.006**	2.02
2.	X2 toward Y	0.333	41	3.073**	2.02
3.	X3 toward Y	0.355	41	3.137**	2.02
4.	X1 toward X3	0.318	42	2.273**	2.02
5.	X2 toward X3	0.307	42	2.197**	2.02

### **Positive direct influence physical fitness (X1) on the performance of physical education teachers (Y)**

The results of the analysis of the first hypothesis yielded that finding physical fitness matters directly against physical education teacher performance. Coefficient value the path of physical fitness towards Physical education teacher performance of 0.326 with a t-count of 3.006. Therefore the value of t-count is greater from the t-table value at dk = 41 for α = 0.05 for

2.02 then H0 is rejected and H1 is accepted, which means there is a positive direct effect physical fitness variables against education teacher performance variables significant. Physical fitness is a quality and quantity of a person teachers in doing activities according to the job optimally without causing a problem health or heat exaggerated.

According to Voelcker-Rehage et al. [9]: Fitness, however, is multi-faceted concepts that don't just cover physical (i.e. cardiovascular

fitness and muscle strength) but also motor fitness is indexed by component such as flexibility, speed, balance and good coordination. It can be interpreted that, Physical fitness is a concept multi-faceted not only includes physical (i.e. fitness cardiovascular and muscle strength) but also physical fitness which is included in the component flexibility, speed, balance and coordination well. Furthermore, according to Moliner et al. [10], "Health-related physical fitness refresh to cardiorespiratory fitness, muscular strength, speed agility and body composition". Could that means, the fitness of the times health-related refers to fitness cardiorespiratory, muscle strength, agility speed and composition body. Both terms of the above understanding it can be concluded that someone who has a condition physical consistency endurance, strength, speed, agility, balance, coordination and good body composition will be make the body will be fit and healthy.

Physical education teachers as professional workforce in charge of planning and implementing learning in the field and in the classroom, assessing results learning, conducting coaching and training, doing research, help development and management of school programs and develop their professionalism. The task of the education teacher the body has a duty excess in teaching in the field. This shows that the task a physical education teacher very heavy and labor-consuming extra and have to prepare extra physical condition. This matter disclosed by Santana et al. [11], "Physical fitness is a construct of health and skill related attributes which have been associated with academic performance". Physical fitness is a construct health attributes and skills that has been linked to performance. Furthermore, other opinions too said that "Physical fitness, an important component of total force fitness, is the amount of physical training required to achieve a physical work capacity" [12]. It can be interpreted that, physical fitness is an essential component of strength total ie the amount of physical exercise that is needed to reach capacity physical labor. This statement explains that fitness linkage bodily by increasing performance. Thus to support such work solid, one of them a teacher must have a level physical fitness (physical condition) the good one. Based on the

findings it can be concluded that physical education teacher performance is affected directly positive by physical fitness. Increasing physical fitness will result in increased teacher performance of physical education.

### ***Positive direct influence self-concept (X3) towards physical education teacher performance (Y)***

The results of the third hypothesis analysis yields findings that concept self directly influences positive on the performance of Physical Education teachers. The coefficient value of the self-concept path to the performance of Physical Education teachers of 0.355 with a t-count of 3.137. Therefore the t count is more the value of t-table at  $dk = 41$  for  $\alpha = 0.05$  is 2.02 then  $H_0$  rejected and  $H_1$  accepted, which means there is a positive direct effect self-concept variable to variable significant performance of physical education teachers. Self-concept is the whole view of oneself in various dimensions of yourself, like its physical dimensions, characteristics, personality, motivation, weakness, cleverness, and failure. Slotter et al. [13] states that the self-concept as a person's sense of "me." It is comprised of the physical appearance, material belongings, set of roles, prototypes, scripts, attitudes, beliefs, and attributes that individuals think or feel are characteristic of who they are. Can be interpreted that, concept oneself as one's feelings about me. Consists of physical appearance, belongings material, a set of roles, prototypes, scripts, attitudes, beliefs, and attributes that are thought out or perceived by that individual is characteristic about who they are. In this case the relationship between self-concept and one's performance. Someone who have a good self-concept will increase current performance carry out that task implemented in individuals, agencies or organization. This is said by Cooper and Thatcher [14], "We suggest self-concept orientations as a key individual characteristic likely to be associated with identification motives and to influence identification processes in organizations. That means, we are suggests a self-concept orientation as key individual characteristics which is associated with that motivation affect determine an organization."

Self-concept is self-strength in carrying out activity tasks. Self-concept tends to be an internal factor of the teacher become a basic power teacher. Attitude the self-confidence possessed by the teacher in the teacher himself as well see his own image as well views of others in carrying out their duties as educators [15]. Next the influence of self-concept on teacher performance is very significant. This statement is also expressed in journal by Setyati and Dwiatmaja [16] which states that concept self-positive and influential significant to teacher performance. Based on the findings it can be concluded that physical education teacher performance is affected directly positive by concept self. Increased self-concept will resulting in increased performance physical education teacher.

### ***Positive direct influence physical fitness (X1) against self-concept (X3)***

The results of the fourth hypothesis analysis provide that finding physical fitness matters directly positive towards self-concept. Path coefficient value physical fitness concept self of 0.318 with t-count amounting to 2.273. Causes the value the coefficient of  $t$  is greater than the value t-table at  $dk = 42$  for  $\alpha = 0.05$  amounting to 2.02 then  $H_0$  is rejected and  $H_1$  accepted, which means there is variable positive direct influence physical fitness to variables significant self-concept. In educational learning physical, the teacher must be able teach a variety of skills basic movements, techniques and strategies games/sports, internalization self-concept values (self-confidence, motivational, sportsmanship, honest, cooperation, and others). Values that is meant for teacher provide an overview of the child students. This was said by Vedul-Kjelsås et al. [17], namely a strong relationship between physical fitness, motor competence and self-perception in children. Which means that strong relationship between physical fitness, ability motor and self-perception in children. Next with that body fit, a teacher will not easy to experience fatigue and raises that motivation maximum in implementing learning process. With words another link between fitness physical influence directly to teacher psychology and students. This matter stated by Cox and Ullrich-French [18], motivation that is self-determined emanates from sources within

the self (e.g., experiencing enjoyment and satisfaction from the activity) rather than sources outside of the self (e.g., pressure from others, avoiding punishment) and is purported to lead to more positive cognitive, affective and the behavioral consequences. It can be interpreted that, Self-determined motivation comes from inside sources self (for example, experiencing enjoyment and satisfaction from the activity) rather than sources outside of oneself (for example, pressure from others, avoiding punishment) and meant to lead on a more positive cognitive, affective. When talent, creativity, abilities, and expertise developed for the better, then someone it will be more respect himself, will have positive assessment of himself and have self-esteem positive [19]. Next in the journal others also produce that physical fitness with a very self-concept so strong. Rohendi (2018) stated that, "The learning approach (exploratory fitness education) done in groups give opportunity to student to develop self-control skills in oneself they." Thus based on these findings can be concluded that self-concept is influenced by immediately positive by fitness physical. Increased fitness physical will result increased self-concept.

### **Conclusion**

The conclusion of this study is: There is an immediate effect positive physical fitness on the performance of physical education teachers; There is a direct influence positive head leadership school on teacher performance Physical Education; There is a direct influence positive self-concept towards Physical Education teacher performance; There is an immediate effect positive physical fitness against self-concept; There is a direct effect positive head leadership school towards self-concept.

There is a fitness effect physical to skill physical education teacher performance Ambon city primary school. In this case it raises the implication of that physical factor very important role, namely physical fitness has an impact positive on teacher performance physical education. There is an influence School leadership against performance skills physical education teacher Ambon city primary school In this case it raises implication of that factor leadership is very important important is

leadership positive impact on education teacher performance physical. There is an influence of self-concept against performance skills physical education teacher Ambon city primary school. In this case it raises the implication of that mental factor very important role, namely self-concept has a positive impact on teacher performance physical education. There is a fitness effect physical to skill self-concept of education teacher physical city primary school Ambon. In this case raises that implication physical factors play a role important, namely physical fitness positive impact on self-concept of education teachers physical. There is an influence principal leadership towards concept skills self-physical education teacher Ambon city primary school. In this case it raises implication of that factor leadership utterly plays an important role namely leadership has a positive impact the self-concept of the teacher physical education.

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