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The Influence of Discipline and Body Fitness to The Performance of Physical Education Teachers

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Abstract: The purpose of this study was to determine the effect of discipline and physical fitness on the performance of physical education teachers. This study uses the path analysis method. This research to find the direct effect between variables discipline and physical fitness on the work of physical education teachers. The sample used 102 certified physical education teachers in the province of Southeast Sulawesi. Discipline and performance are measured using questionnaires that have been validated by experts. Physical fitness is measured by using five items of fitness tests namely body lift test for men and elbow bend for girls, sit-ups, push-ups running back and forth and also endurance that is running with a distance of 2.4 km. Data analysis technique used path analysis. The finding of the variable such as, 1) discipline variable (X_2) has a direct positive effect on teacher performance (Y), amounting to ($R^2 = 0.160$). 2) physical fitness variable (X_3) has a direct positive effect on teacher performance (Y), amounting to ($R^2 = 0.376$), 3) discipline variable (X_2) has a direct positive effect on physical fitness (X_3), amounting to ($R^2 = 0.889$). Based on the two independent variables that gave the

greatest contribution to improving the performance of physical education teachers was physical fitness ($R^2 = 0.376$). In this case a teacher who has good physical fitness will also have good performance.

Keywords: discipline, motivation and physical fitness

INTRODUCTION

Teachers are the most decisive component in the education system because the main task of a teacher is to educate, teach, direct and evaluate students (Papla, et.al., 2019). Therefore, any effort to improve it needs to be done to improve the quality of educators and a good education system in order to create professional and quality educators. One of that system is implementing cooperative learning in physical education and sport (Norito, 2019). Teacher's task is not only to educate students but also have a very important role in efforts to realize national development goals, especially in the field of education, so that they need to be developed as qualified professionals (Merrem, & Smith, 2017). Actually the intention of teacher is not much different from the profession of an employee by carrying out responsibilities and carrying out duties in accordance with the rules and professions they have as well as disciplining their knowledge (Akbar, 2019). Being a professional teacher is a very beneficial task in the world of education, for this reason since 2007 government has given appreciation in the form of professional allowances for teachers who are considered capable and have good competence. Certification is the process of granting professional allowances to teachers in the form of cash obtained every three months or per quarter (Pratama, 2019). Providing professional allowances to teachers is carried out based on the State Civil Apparatus (ASN) group with the aim that teachers can improve the quality of teacher competencies which ultimately are expected to have an impact on improving the quality of education. Professional allowances for teachers in this position are carried out by the Educational Personnel Education Institution (LPTK) that has been determined by the government. Teacher professional allowance is a very strategic policy, which is carried out by the government because by giving professional allowances to teachers it is expected to improve quality and professionalism in carrying out the duties and responsibilities to create quality students who have ethics and morals.

According to Zulkifli, Darmawan and Sutrisno (2014) Certification is the process of giving certificates to teachers who have met the teacher professionalism standards. Certification aims to improve professionalism and improve teacher welfare. So certification is a process where the teacher must have sufficient number of hours to establish his welfare. According to (Nur, 2012) Discipline is obedience which is impersonal in nature and does not use feelings and does not use self-interest calculations or personal interests. In a good discipline there is good performance, in other words a teacher who has good discipline will also produce good performance, as has been programmed by the government through the certification path, with the addition of a very adequate salary expected to be comparable to the work in school. Westra (1977), put forward the notion of discipline as an orderly condition where people who are members of an organization are subject to the existing rules with pleasure. Besides that,

teaching physical education gives the teacher directly involved physically teaching through physical activities (Zhang, et.al.). Through physical education, the teacher hopes to get a variety of experiences expressing individual impressions that are fun, creative, innovative, skilled, improving and maintaining physical fitness (Varea, Calvo and Alcala, 2018). But in reality in general physical education lessons in schools lack improve physical fitness of teachers, for that teachers must be able to create an atmosphere of physical education that is effective and innovative according to students' abilities. Based on Mutakin (2015) teacher performance can be interpreted as the quality and quantity of teacher work performance indicated by the results achieved by teachers on the implementation of tasks in a professional and functional manner in learning that has been determined at a certain time period. According to Makela and Whipp (2015) study, physical education teachers' workload is considerable and worthy of review with the intention to extend their use-by-date and retain their experience-enriched expertise. That is why physical education and sport have contributed to the construction and constitution of the body in modernity, a body which can be disciplined and energised through mass educational to be productive (Forest, Lenzen and Ohman, 2017). In this research, authors focus on the influence of discipline and body fitness to the performance of physical education teachers.

METHOD

The goal to be achieved in this study is to obtain empirical and analytical data on vital problems that directly influence physical discipline, motivation and fitness on physical education teacher performance as follows : 1) direct influence of Discipline on Physical Education Teacher Performance, 2) direct influence of physical fitness on Physical Education Teacher Performance, 3) direct influence of Discipline on Physical Fitness Physical Education Teacher, This study was using a quantitative approach, survey method (Kinn, & Curzio, 2005). Inter-variable influences were analyzed using path analysis (*Path Analysis*) (Lamb, 1998).

RESULT AND DISCUSSION

Based on the results of the analysis and testing of this hypothesis also implies that in general there is a direct influence: (1) Discipline on teacher performance, (2) physical fitness of teacher performance; (3) Discipline towards physical fitness, in detail the discussion of the results of the analysis and testing of the research hypothesis are described as follows :

The Effect of Discipline (X1) on teacher performance (Y)

The results of testing the second hypothesis confirms that discipline has an influence on teacher performance. Thus the decline in the performance of employee teachers can be ascertained that it will significantly have implications for the decline in the learning process activities of Megajar. Teacher performance is reflected in the effectiveness in doing and carrying out work and also efficiency in carrying out and doing work if it is not supported by a comfortable and pleasant discipline so the teacher's performance will not increase. In this case the physical education subject teachers can work optimally if

supported by adequate physical health. Because the discipline in question is not only physical discipline but also the social environment. The social environment in question is a climate or working conditions or a pleasant working atmosphere, there is cooperation between leaders and employees and also among fellow employees.

According to Susiarto and Ahmadi (2006), employee work discipline is part of the performance factor. Prasetyo (2008) states that one of the determinants of performance effectiveness is work discipline. Mathis and Jackson (2010: 324) states that one of the main standards in measuring performance is the measurement of workplace attendance (level of attendance), which is the assumption used in measuring or evaluating the work of employees by looking at attendance lists.

Physical discipline affects a person in work, the environment that affects, among others, noise, lighting, and work atmosphere, including air temperature and air humidity, are important factors in the work environment / working conditions. Many studies have shown evidence that indicates that working conditions can affect work comfort, health and performance. The ability of teachers to understand the rules and implement the right rules, both in school relationships and in the teaching and learning process in the classroom, where discipline for a teacher is an integral part in carrying out tasks and obligations.

Measures used in assessing whether the teacher is disciplined or not, can be seen from the timeliness of work, dress ethics, and the use of office facilities effectively and efficiently. Through high discipline, teacher performance can basically be improved. Therefore, it is necessary to affirm the work discipline of each teacher in order to achieve educational goals. Thus, these findings reinforce the results of previous studies which showed that discipline is one of the factors that significantly influence teacher performance.

Based on the calculation of the influence of discipline path coefficient on teacher performance, the results of the path coefficient are 0.160. In this study the value of t_{count} for the influence of disciplinary variables on teacher performance variables is $3,199 > t_{table}$ of 1,984, it can be concluded that there is a positive direct influence of discipline on teacher performance. The results of empirical evidence, from these findings indicate that disciplinary variables are one of the most important variables and have a direct effect on teacher performance variables.

The Effect of physical fitness (X2) on teacher performance (Y)

The results of testing the third hypothesis, showed that physical fitness has a positive direct effect on teacher performance. According to Amir (2006) physical education is education that actualizes the potentials of human activity, in the form of attitudes, actions and works, content and direction to get to the strength of personality in accordance with the ideals of humanity. Thus physical fitness is an important variable in improving teacher performance. Where, teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted schools and teachers in fostering their children. Therefore, the development of physical aspects, especially aspects of physical fitness, is very important to support individual lives and social to achieve high teacher performance in carrying

out their duties requires physical fitness. Factors that need attention from teacher performance in order to get optimal results are physical fitness of each individual. The heart-lung endurance which has the task of providing oxygen to muscle cells based on the cardiorespiratory system, with the availability of oxygen to muscle cells, certainly produces energy in activities. A good cardiorespiratory system, as part of physical fitness, allows the learning process to be fulfilled optimally. Therefore, a good physical fitness condition based on established norms will have a significant effect in fulfilling daily teaching tasks, both theoretically and practically, to fulfill the performance of physical education teachers.

The importance of physical fitness to the teacher because it can improve performance is biologically capable of living more independently, psychologically aware of its position as a parent and can be free from stress and sociologically better able to socialize with the community and its environment, so that it can still benefit from knowledge his life experience, is not only a burden on family and society. Based on the calculation of the path coefficient of the influence of physical fitness on teacher performance, the results of the path coefficient are 0.376. In this study the t -count for the influence of physical fitness variables on teacher performance variables is $4.913 > t_{\text{table}}$ as 1.984, it can be concluded that there is a positive direct effect of physical fitness on teacher performance. The results of empirical evidence, from these findings indicate that the variable physical fitness is one of the most important variables and has a direct effect on teacher performance variables.

The Effect of discipline (X1) on physical fitness (X2)

The results of testing the fifth hypothesis provide empirical confirmation of discipline having a direct influence on physical fitness. Thus it can be concluded that physical fitness factors are important in building and maintaining discipline in carrying out the activities of the teaching and learning process. Discipline in teaching as psychological support in a teacher, can provide reinforcement of behavioral changes based on the concept of teaching that is loved. Based on Suradisastra (1991) discipline comes from the word discipline, which means an attitude to keep what has been promised, what has been planned. In the other side, Gusril (2004) suggests factors that affect the level of physical fitness, including: type of work, health condition, gender, age, level of student training, motivation to learn and nutritional status. Based on the above quote we can know that many factors that affect a person's physical fitness level include motivation and nutritional status. Physical fitness is the ability of the body to make adjustments (adaptation) to the physical loading given to it (work) without experiencing significant fatigue (Moelock in Apri Agus, 2012)

The factors associated with discipline in teaching are physical fitness, which is owned by certified teachers. Such physical freshness supports and plays a role in applying discipline. Because the components contained in physical fitness are health and skills, if health and skills are not supportive, then discipline is not possible to be applied in teaching optimally. If the heart-lung endurance and muscular endurance as part of the health component of physical fitness, the condition does not support the teaching process, it has a psychological impact on the teachers themselves.

Based on the calculation of the path coefficient of the influence of discipline on trust, the path coefficient results obtained are 0.735. In this study the value of t_{count} for the effect of the variable motivation on physical fitness variables is $10,538 > t_{\text{table}}$ of 1,984, it can be concluded that there is a positive direct effect of discipline on physical fitness. From the descriptions above and based on the results of data analysis, this study further strengthens assumptions and theories that state the influence of discipline on physical fitness. Thus someone who has a good level of discipline will have a high level of physical fitness. The results of empirical evidence, research data from these findings indicate that the disciplinary variable is one of the most important variables and has a direct effect on physical fitness variables.

CONCLUSION

This study analyzes the performance of certified physical education teachers at the high school level of Southeast Sulawesi Province, focusing on the variables of discipline, motivation and physical fitness. Based on the results of data analysis, statistical calculations and testing of hypotheses and discussions, findings were obtained, as follows: 1) there is a positive direct effect of discipline on teacher performance, meaning that high discipline results in increased teacher performance. 2) there is a positive direct effect of physical fitness on teacher performance, meaning that physical fitness possessed by a teacher results in increased teacher performance. 3) there is a positive direct effect of discipline on physical fitness, meaning that high discipline for exercise results in increased physical fitness.

Based on the findings of the research above, it can be concluded that the performance of certified teachers in physical education subjects is predominantly directly influenced by discipline and physical fitness. But there are still other exogenous factors that directly or indirectly affect teacher performance. Therefore, the variables in this study must be used as a reference in an effort to improve the performance of high school teachers, especially in Southeast Sulawesi Province.

The results of the study on the performance of certified physical education and sport High School teachers in the Southeast Sulawesi Province, have the following implications: 1) if it will improve teacher performance, discipline must be improved. In other words, high discipline will be able to improve teacher performance. 2) if it is going to improve teacher performance, physical fitness of the teacher is needed. In other words, physical fitness for a teacher will be able to improve teacher performance. 3) if you want to improve discipline, you need to improve physical fitness. In other words that with high discipline will be able to improve physical fitness for a teacher.

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