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The Influence of Infrastructure, Accountability and Teacher Competency towards Teaching Process Implementation in Physical Education and Health

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Abstract*: The purpose of this study is to look and review the implementation of Physical Education and Health (PJK) teaching in secondary schools as well as factors that support teaching and learning. This PJK subject in school covers aspects of infrastructure and equipment as well as teachers' accountability and competency involved in the implementation of the teaching for this subject. The results showed that there was a significant relationship between teacher competency, accountability and teaching experience, options and graduation. The findings also show that there is a significant relationship between school facilities in the teaching and learning process of PJK. In conclusion, the effectiveness of the teaching and learning process in Physical Education and Health subjects depends on the competency, accountability of teachers and school infrastructure in planning well teaching sessions.

***Index Terms*: competency, accountability, infrastructure, PJK, secondary school**

I. INTRODUCTION

As one of the most important field to be explored. in Malaysia, education research keep increasing from time [1-6]. The National Philosophy of Education (1999) emphasizes the preparation of students to achieve a holistic development of students including cognitive, physical, social, emotional, ethical and ethical aspects. Thus, Physical Education and Health (PJK) is the best medium that meets these requirements, which includes the cognitive, affective and psychomotor domains. The PJK provides ample space for students at the school level to develop their full potential. The effectiveness of teaching and learning of PJK in schools is closely related to the resources available in schools. Many previous researchers in their study found that students were less interested in participating in the PJK because of structural factors that included lack of equipment and constraints of sports facilities in schools.

In addition to the infrastructure or sports equipment in schools, the responsibility for the competency of the PJK teachers also needs to be taken seriously to ensure that the implementation of the PJK teaching in schools meets the original goals enshrined in the Secondary School Integrated Curriculum (1989). Julismah [7] stated that the PJK curriculum is different from other subjects, especially in terms of achievement of its objectives. Other academic subjects only have cognitive and affective domains to achieve, while the PJK subject has additional domains specific to students, psychomotor domains other than cognitive and affective domains.

Teacher accountability and competency in these PJK subjects had also becoming issues that are not generally reflected in schools in our country today. PJK are considered to be non-essential in schools, so teachers who are responsible for teaching these subjects will also begin to just ignore the important to teach seriously in this subject. The competency of teachers who teach the PJK subjects has always been a key issue and debate in the schools. This is due to the shortage of teachers who have specialized approval in the field of PJK and the second is the attitude and mentality of some school administrators who consider that the PJK subject is not important and can be taught by any teacher in addition to the main subjects taught by the teachers. The next aspect that should be noted is the school's infrastructure and equipment for the PJK, which apart from the support of the school's administrators and their competent and responsible teachers, it also strongly supports the effectiveness and achievement of the PJK's teaching objectives in the schools.

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Aspects of school-based infrastructure and equipment should be given special attention because without good and appropriate infrastructure and adequate equipment that support the teaching and learning process of school-based PJK, it can be difficult for teachers and students to effectively and efficiently achieve the teaching and learning process the goal. Therefore, the purpose of this study is to look at and evaluate the implementation of teaching PJK in secondary schools as well as the factors that support the teaching and learning of PJK in schools including aspects of infrastructure and equipment as well as the accountability and competency of the teachers involved in the implementation of the teaching for this PJK subject.

The objectives of this study are to identify the relationship between teacher competency and experience, options and academic approval of PJK teachers in secondary schools, to identify whether there is a link between the implementation of the PJK teaching in secondary schools based on the experience, options and academic approval of the PJK teacher's accountability and to identify the extent to which the PJK infrastructure in schools affects the teaching and learning of PJK in high school.

II. METHODOLOGY

A. Procedure

This study uses survey design for secondary schools throughout the State of Perak. The subjects in this study were 1200 teachers who taught the PJK using purposive sampling technique. The instrument used was the Standard Assessment Inventory (SAI) questionnaire developed by the New Jersey Department of Education, USA [8]. This instrument contains 60 items divided into three sub-components namely context, process and content. Data were analyzed using Statistical Package for Social Sciences (SPSS) version 25. Descriptive analysis (mean and standard deviation) was used for the demographic data of the subjects, while pearson correlation was used to answer the research question. The significance level of the study was set at $p \leq 0.05$.

III. RESULTS

Subject demographic analysis of age showed that 239 teachers (19.9%) were between 26-30 years old, 31-35 years old 92 92 (7.7%), 36-40 years old 239 teachers (19.9%), 46-50 were 272 people (22.7%), while 51-55 years were 231 people (19.3%) and 56-60 years old were 127 (10.6%). The subject approval level indicated that 121 people (10.1%) had a STPM or Diploma level, while the undergraduate level had 746 teachers (62.2%). Teachers with Master's degrees were 223 (18.6%) and PhD qualified 110 teachers (10.1%). Analysis of teacher teaching experience revealed that 360 teachers (30%) had 1-5 years of experience. For 6-10 years, 92 teachers (7.7%), teaching experience between 11-15 years 110 teachers (9.2%). The teaching experience between 16-20 years was 274 teachers (22.8%) and more than 20 years teaching experience was 86 teachers (7.2%). Teacher experience teaching PJK subjects less than 1 year is 65 teachers (5.4%). A total of 311 teachers (25.9%) had experience teaching PJK subjects for 1-5 years. Meanwhile, 183 teachers (15.3%) had experience teaching PJK subjects for 6-10 years. For the experience of 11-15 years, 205 teachers (17.1%). The teaching experience of PJK between 16-20 years was 350 teachers (29.2%) and the teacher teaching experience of the PJK subject was 86 people (7.2%). Pearson correlation analysis found that there was a significant relationship between teacher competency and teaching experience of the PJK (r = 61), whereas for teacher options, there was a significant relationship with teacher competency (r = 63). On the other hand, the correlation analysis showed a significant relationship between teachers' academic achievement (r = 71). For the analysis of the relationship between teacher accountability, Pearson correlation analysis showed significant relationship between teaching experience (r = 63), options in the field of PJK (r = 60). Whereas for the academic approval of teachers teaching PJK with accountability, there was no significant relationship (r = 41). The findings also show that there is a significant relationship between school facilities in the teaching and learning process of PJK subjects (r = 71).

IV. DISCUSSIONS

The effectiveness of the teaching and learning process in the curriculum of the PJK depends on the factors of teacher experience and the ability of the teacher to plan the teaching sessions well [9]. Mastery of content in the field of PJK is dependent on the experience of teachers to convey knowledge effectively. The increase in teacher knowledge is in line with the results of a study conducted by Wandberg & Rohwer [9] who found that the longer a teacher teaches, the more knowledge is gained. Adequate infrastructure to facilitate the teaching and learning process is a very important factor in effective teaching of PJK teachers in school. Balancing the ratio between the number of students and the infrastructure needs to be taken into account in order to show more effective implementation of the process. The mechanism for effective teaching and learning of PJK in schools is closely linked to teacher accountability to engage and actively engage students in the PJK processes in and outside the classroom.

V. CONCLUSIONS

In conclusion, the role of the teacher as well as the commitment is seen to be significant in attracting students in the PJK subject.

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