

Analysis of The Teacher Professional Education Program On Teachers' Pedagogical And Professional Competencies: A Case Study At One Elementary School In Sumedang

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ABSTRACT

This study aimed to analyze the impact of the Teacher Professional Education Program (PPG) on the pedagogical and professional competencies of physical education (PE) teachers at the elementary school level. Employing a qualitative approach with an intrinsic case study design, the research was conducted at a public elementary school in Sumedang Regency, involving two PE teachers who completed the PPG and one school principal. Data were collected through semi-structured interviews and documentation analysis using thematic analysis techniques assisted by NVivo software. The results show that post-PPG PE teachers have demonstrated enhanced pedagogical competence, evident in their ability to design adaptive and inclusive learning strategies. In terms of professional competence, teachers exhibited stronger mastery of subject matter, creative use of instructional media, and reflective assessment practices. The school principal also acknowledged the teachers' improved collaboration and effective resource management despite limited facilities. These findings highlight the importance of continuous professional development support for PE teachers through responsive institutional and policy-level initiatives, particularly within the context of primary education.

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A. Conception and design of the study;
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INTRODUCTION

Process quality and product quality in education are two indicators of building quality education. Siahaan et al. (2023) assess education as being of high quality when the teaching and learning process is effective, students experience meaningful learning, and it is supported by adequate resources (human, financial, facilities, and infrastructure). The quality of the educational process has a direct impact on the results or output produced by the education system. Quality education is education that can accurately respond to societal needs through continuous innovation to improve its quality. These quality improvement efforts are carried out holistically, encompassing various aspects within the national education system.

In an effort to improve the quality of national education, the quality of teachers is also an aspect that indicates the quality of the educational process itself. This aligns with the opinion of Lengkana and Sofa (2017) that improving academic and professional abilities and increasing the welfare of educational staff will enable educators to function optimally, especially in character and moral education, so as to restore the authority of the institution and educational staff. Therefore, the need for competent and professional teachers has become a very urgent matter to ensure the implementation of a quality education process.

A professional teacher is a teacher who possesses a set of competencies, including knowledge, skills, and behaviors that teachers must have, internalize, and master in carrying out their professional duties (Alfajarul 2018). Meanwhile, looking at the results of the Teacher Competency Test (UKG), which includes pedagogical and professional competencies in 2015, the number of teachers scoring at least 80 points did not exceed 30%, or about 70% were declared not to have passed and were considered not yet meeting the competencies of a teacher (NAM 2023). Rahman, Angraeni, and Fauzi (2021) stated that developing teachers with creative characters is certainly the task of lecturers, especially in the Elementary School Teacher Education Program, to conduct learning that can trigger the emergence of a vibrant character.

Based on these issues, the government then launched the Teacher Professional Education Program (PPG) as one of the strategic efforts to improve teacher competence and professionalism in a structured and sustainable manner.

PPG aims to produce teachers who meet the various competency standards that a teacher must possess, including PE teachers who are recognized in their teaching professional certificate. Certification aims to improve teachers' in-service competence as professional staff in educational units to meet pedagogical, personality, social, and professional competencies in accordance with the provisions of the law (Permendikbud 2013). Not only as a means to fulfill teachers' administrative needs to be recognized as professional teachers, but the teacher professional education program is also expected to provide knowledge that teachers can practically apply in the teaching process after obtaining the professional title (Mendikbud 2020)

Competencies that teachers must possess in carrying out their duties as educators. Lack of knowledge about the role and competencies of teachers causes the learning process to not function well, thus failing to achieve the expected educational targets (Rois et al., n.d.). A teacher with good competencies is expected to work better to support their work and achieve educational goals. In teacher education, the experiential nature of some subjects, like Physical Education, continues to be criticized and evaluated. A PE teacher must be more creative and pay serious attention so that students can accept the very limited facilities, but their enthusiasm for sports must remain. (Nadzifah et al. 2024) Therefore, the pedagogical competence of PE teachers needs to be further improved. Therefore, teachers are required to have competence and always develop their existing competence (Syaputra 2020). This research highlights the

demand for PE teachers to possess and develop their teaching competencies, with the expectation that educational goals can be well supported.

Teacher competence can contribute to improved learning achievement, serve as an active and creative role model, and possess high integrity within the school (Prasetyo, Suroto, and Priambodo 2020). In line with the opinion of Arifa and Prayitno (2019) that in the effort to develop national education, teachers (educators) with guaranteed standards of competence and professionalism are very much needed. Teachers' teaching skills must be demonstrated in actions, have social value, and meet standards recognized by professional groups and the community served, so that with these competencies (professionalism), teachers must be able to overcome various problems in learning (Rohi et al., 2022).

Irawan and Rusdin (2021) in their research concluded that teacher professionalism is one of the factors that can influence student learning outcomes. Therefore, if teachers are not professional in carrying out their duties, it will affect the quality of student learning achievement in certain subjects. Thus, the professionalism of physical education and health teachers significantly influences students' academic performance.

Various previous studies have generally focused on the overall effectiveness of PPG, without specializing in specific fields of study, such as PE, and without deeply examining the link between PPG results and the two main dimensions of competence: pedagogical and professional. Therefore, this study attempts to fill that gap by conducting a case study on physical education teachers at the elementary school level to gain a more contextual and applicable understanding within the educational environment of Sumedang Regency.

Data from the Sumedang District Education Office states that the majority of physical education teachers in public elementary schools in Sumedang District have participated in the PPG Program. In line with this condition, an education report by the Indonesian Ministry of Education, Culture, Research, and Technology, it is stated that literacy scores for elementary school level in Sumedang Regency increased from 70.75 in 2023 to 84.60 in 2024, and numeracy from 53.61 to 79.54. This can be considered a positive development, as it offers hope for improving process and product quality to strengthen the quality of education in Sumedang Regency.

However, this increase in literacy and numeracy scores does not specifically represent the direct role of physical education teachers in supporting this achievement, especially in terms of pedagogical and professional competence. In this context, it is important to understand more deeply how the involvement of physical education teachers who have completed the PPG contributes to the learning process, particularly in the implementation of professional and pedagogical competencies in the classroom.

This research aims to analyze the influence of the PPG program on the pedagogical and professional competence of PE teachers at the elementary school level. The results of this study are expected to provide an empirical overview of the effectiveness of PPG implementation, serve as a basis for evaluating teacher professionalism development policies, and enrich the literature on teacher competence after PPG in the context of elementary education.

METHODS

The research method used in this study is a qualitative approach with an intrinsic case study design. Intrinsic case studies were chosen because the main focus of this research is to deeply understand a specific phenomenon, namely the implementation of PPG and its impact on the pedagogical and professional competence of PE teachers in one elementary school in Sumedang Regency. Based on the definition put forward by Yanti and Fernandes (2021), this is an intrinsic case study, meaning the case being studied contains interesting aspects and can be used to satisfy personal interest due to curiosity about the issue. This research is not intended to generalize the results, but rather to gain a rich and comprehensive contextual understanding of the real-life experiences of PE teachers in implementing the PPG results into their teaching practice.

The research was conducted at one of the public elementary schools in Sumedang Regency, West Java, which has physical education teachers who are PPG graduates. The research subjects consisted of two physical education teachers who were PPG graduates and one school principal who served as a supporting informant. Data collection techniques were carried out through semi-structured interviews and document analysis.

The data obtained were analyzed using thematic analysis techniques through the stages of initial coding, axial coding, and theme development. The analysis process was assisted by NVivo software to identify patterns, relationships between categories, and data visualization in the form of Wordclouds and Comparison charts. Data validity is maintained through source triangulation and member checking.

Table 1.

Research Participants

Initial	Position	PPG Status	Teaching Experience After PPG
Teacher 1	PE Teacher	Graduated from PPG 2023	5 semesters
Teacher 2	PE Teacher	Graduated from PPG 2025	1 semester
Principal	School Principal	-	-

Table 1 shows the profile of the research participants, consisting of two physical education teachers who are PPG graduates and one school principal who served as a supporting informant.

RESULTS AND DISCUSSION

Result

This study aims to analyze the pedagogical and professional competencies of PE teachers after completing PPG at one of the public elementary schools in Sumedang Regency. Data collection was conducted through in-depth interviews with two PE teachers who had completed PPG and one school principal who provided a managerial perspective on teacher performance after training. This was analyzed using a thematic analysis approach with the assistance of NVivo.



Figure 1.

WordCloud Interview Results for Physical Education Teachers

The word cloud generated from the interview data highlights several dominant terms that frequently appeared in the responses related to the pedagogical and professional competencies of PE teachers.

The most prominent word is "learning", indicating that the discussion centered heavily on aspects related to the learning process in PE classes. Other highly frequent terms include "material", "physical", "students", "provide", "classroom", "strategies", "objectives", "children", and "process". These words suggest a strong emphasis on instructional content, student-centred teaching, goal-oriented planning, and implementation strategies.

Terms that are particularly associated with pedagogical competence include: "teaching", "strategies", "interests", "classroom", "participation", "lessons", "adapt", "understand", "create", and "needs" – all reflecting key instructional and student engagement components.

Words linked to professional competence are: "material", "objectives", "education", "assessment", "evaluation", "achievement", "indicators", "manage", "equipment", and "resources", which reflect focus areas such as instructional planning, material relevance, assessment practices, and resource management.

Additionally, several contextual and support-related words were identified: "facilities", "challenges", "traditional", "games", "modified", "soccer", and "minimum passing" – indicating attention to environmental conditions, local culture, and curriculum requirements.

Some quotes from the interview results support this visualisation. Teacher 1 stated, "If girls are less enthusiastic about soccer, they are directed to activities that are similar, such as kicking towards a target for accuracy." Teacher 2 added, "I provide learning about the game itself. Because games are very enthusiastic for children." Meanwhile, regarding evaluation, Teacher 1 revealed, "Evaluation is conducted at least 2-4 times per meeting to achieve 80-100% mastery."



Figure 2.
WordCloud Interview Results for School Principal

The word cloud derived from the principal's interview highlights several dominant terms that appeared frequently across the data. The most central and largest word is "teacher", indicating that the discussion heavily revolves around the role and performance of the PE teacher. Other highly frequent terms include "students", "school", "learning", "concrete", "extent", "education", "provide", and "resources", suggesting a focus on teacher capability, school context, and student-related outcomes.

Terms associated with pedagogical competence include: "teaching", "methods", "motivate", "adjust", "create", "engaging", "attitudes", and "activities" – which refer to how teachers design and adapt instruction to engage students.

Words reflecting professional competence include: "assessment", "evaluation", "objectives", "success", "resources", "budget", "available", "facilities", and "materials", which emphasize teacher responsibility for managing instruction, evaluation, and logistical constraints.

Additional contextual or support-related keywords: "principal", "parents", "collaborate", "support", "inclusion", "character", "competitions", "sports", and "impact" – suggesting references to stakeholder involvement, inclusive practices, and broader educational goals.

For example, the principal stated: "The PE teachers are quite active in collaborating, for instance, during children's day activities or regular exercise sessions." This instills character and a healthy culture." Regarding evaluation, the principal stated: "Children who participate in sports are rarely absent." Meanwhile, concerning infrastructure challenges, the principal emphasized: "Learning continues, which means it is well-managed."

This WordCloud visualisation confirms that the principal views the competence of physical education teachers after the PPG from cognitive and academic aspects to practical, creative, and contextual contributions in learning activities and school life in general.

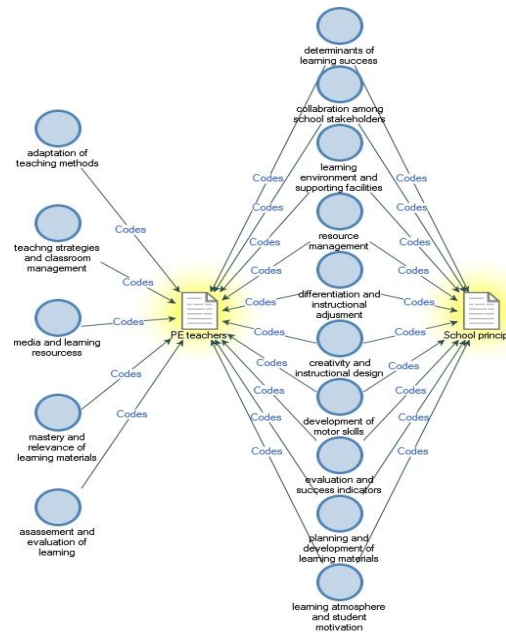


Figure 3.

Comparison Chart of PE Teachers and Principal Interview Results

This visual map compares the coded themes from two different data sources: PE teachers and the school principal. It shows how both sets of interview data connect to shared axial codes under the broader research focus on pedagogical and professional competencies of PE teachers.

Common axial codes that are addressed by both the PE teachers and the school principal include:

- 1) Determinants of learning success
- 2) Collaboration among school stakeholders
- 3) Learning environment and supporting facilities
- 4) Resource management
- 5) Differentiation and instructional adjustment
- 6) Creativity and instructional design
- 7) Development of motor skills
- 8) Evaluation and success indicators
- 9) Planning and development of learning materials
- 10) Learning atmosphere and student motivation

These codes show mutual concern or shared perceptions between the two participant groups.

Axial codes mentioned only by PE teachers:

- 1) Adaptation of teaching methods
- 2) Teaching strategies and classroom management
- 3) Media and learning resources
- 4) Mastery and relevance of learning materials
- 5) Assessment and evaluation of learning

These codes reflect areas where PE teachers provided detailed input but were not explicitly addressed by the school principal.

No axial codes are exclusive to the principal; all codes raised by the principal were also reflected in the teachers' data, though sometimes from different perspectives.

The central documents in the diagram represent the source transcripts, while the lines show how each source links to specific axial categories via open codes.

Discussion

The results of this study indicate that the PPG program makes a significant contribution to the development of PE teacher competence, both pedagogically and professionally. As stated by Alya Rosali, Hidayat, and Rahmatullah (2025), who emphasized that teachers must possess strong pedagogical competence, understand student characteristics, and be able to design varied and relevant learning experiences. Teachers can develop student-centred learning, innovate with modified tools, and conduct flexible evaluations.

Additionally, limited facilities and resources can be a constraint, requiring teachers to be creative in utilizing available learning materials. Similarly, Jihan, Shabrina, and Safira (2024) stated that the purpose of teacher training is to develop and equip graduates with the necessary qualification standards to become subject matter teachers.

However, these findings also indicate that contextual challenges such as limited facilities and differences between students still pose obstacles that need to be managed adaptively. Therefore, the sustainability of teacher competency development must be supported by the school and policies that are responsive to field needs.

CONCLUSION

Based on the research findings, it can be concluded that elementary school PE teachers after completing the PPG program showed an improvement in their pedagogical and professional competencies, as reflected in their ability to design adaptive learning, use varied media and methods, and conduct needs-based evaluations; school principals also assessed that teachers were able to collaborate and utilize resources effectively despite facing limited facilities. Therefore, it is recommended that the PPG program continue to be developed with ongoing mentoring at the school level, as well as support for facilities and policies that encourage teachers to continuously improve the quality of contextual and student-centred PE learning.

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