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**KINERJA GURU DAN KEBUGARAN SISWA: APAKAH ADA HUBUNGAN YANG SIGNIFIKAN?**

***TEACHER PERFORMANCE AND STUDENT FITNESS: IS THERE A SIGNIFICANT RELATIONSHIP?***

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**Abstrak**

Penelitian ini bertujuan untuk mengungkap tingkat kebugaran jasmani siswa didasarkan pada hasil kinerja guru pendidikan jasmani berdasarkan empat kompetensi. Pendekatan Ex Post Facto digunakan dalam penelitian survei ini. Instrumen untuk melihat kinerja guru pendidikan jasmani adalah dengan menggunakan angket. Sedangkan untuk mengukur kebugaran jasmani siswa, tes yang digunakan adalah bleep test. Kepala sekolah, wakil kepala sekolah bidang humas, wakil kepala sekolah bidang kurikulum, satu siswa kelas VIII (delapan) yang data kebugaran jasmaninya diambil secara acak disetiap sekolah dijadikan sampel dalam penelitian ini. Hasil penelitian ini antara lain: (1) kinerja guru pendidikan jasmani JHS di Kota Pekanbaru sudah memenuhi harapan karena keempat kompetensi berada pada kategori sangat baik, dimana kompetensi kepribadian mempunyai persentase paling tinggi, (2) Kurangnya aktivitas fisik di dalam dan di luar sekolah akan menyebabkan rendahnya kebugaran jasmani siswa (Vo2Max), (3) Dari hasil uji regresi yang menunjukkan angka 14,3% menunjukkan tingginya kualitas kinerja guru penjas tidak berdampak langsung terhadap kebugaran jasmani siswa. Kesimpulan dari penelitian ini adalah kompetensi guru PE tidak berdampak secara signifikan terhadap tingkat kebugaran jasmani siswa karena ada faktor lain yang mempengaruhinya seperti tingkat partisipasi aktif siswa di dalam maupun luar sekolah. Temuan tersebut merekomendasikan antara lain: (1) diperlukan konsistensi kualitas guru pendidikan jasmani dan profesionalitas guru di sekolah, (2) perlunya menjaga kualitas kebugaran jasmani siswa untuk meningkatkan kualitas hidup, (3) perlunya menetapkan atau memilih materi pendidikan jasmani yang disesuaikan dengan karakteristik anak sehingga siswa dapat lebih aktif dalam proses pembelajaran sehingga tujuan pendidikan jasmani tercapai.

**Kata kunci:** kinerja guru pendidikan jasmani, kompetensi guru, asesmen kebugaran jasmani siswa

**Abstract**

*This research aims to reveal the level of PF of students in ten JHS based on the results of PE teachers' performance based on four competencies. An Ex Post Facto approach was used in this survey research. The instrument to see the performance of PE teachers is to use a questionnaire. Meanwhile, to measure students' PF, the test used is the bleep test. The principal, deputy principal for public relations, deputy principal for curriculum, and one student in class VIII (eight) whose physical fitness data was taken randomly from each school were used as samples in this study. The results of this research include: (1) the performance of JHS PE teachers in Pekanbaru City has met expectations because the four competencies are in the very good category, where personality competency has the highest percentage, (2) Lack of PA inside and outside school will causes low PF of students (Vo2Max), (3) From the results of the regression test which shows a figure of 14.3%, it shows that the high quality of PE teachers' performance does not have a direct impact on students' PF. The conclusion of this research is that the competence of PE teachers does not have a significant impact on students' PF levels because there are other factors that influence it, such as the level of active participation of students inside and outside school. These findings recommend, among other things: (1) the need for consistency in the quality of PE teachers and the professionalism of teachers*

*in schools, (2) the need to maintain the quality of students' PF to improve the quality of life, (3) the need to determine or select PE materials that are adapted to the characteristics of children so that students can be more active in the learning process so that the goals of PE are achieved.*

**Keywords:** physical education teacher performance, teacher competence, student physical fitness assessment

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## INTRODUCTION

Physical education, sports and health (PE) can be interpreted as physical activity (PA) which aims to achieve holistic changes in individual quality, including physical, mental and emotional aspects in the educational process. According to (Depdiknas, 2006) PE are activity to develop a healthy life physically, mentally, socially and emotionally in harmony, harmony and balance in the world of education. Meanwhile, according to (Razouki, et. al, 2021) defines PE as education that provides social, physical and mental development and contribution to children if directed properly. In addition, (Opstoel, et. al, 2020) said that what is unique is that when students are given an understanding of the principles of movement and are able to implement and implement them, they will be able to improve the students' physical fitness (PF), health and physical skills.

In principle, the learning process at school involves two main aspects, namely learning and teaching. This means that learning activities focus on students, while teaching activities focus on teachers. According to (Mubarak, et. al, 2012) believes that teaching and learning are interrelated, because classroom components need to design teaching tactics and strategies professionally and provide opportunities for students to actively learn in the learning implementation process. Students who are active in learning, both directly and indirectly, will gradually achieve the goals of PE. Achieving these goals includes aspects such as physical fitness, mastery of motor skills, and character formation or development.

Research by (Erickson, et. al, 2019) found that someone who does high or moderate-intensity physical activity (PA) regularly will be able to improve academic achievements and accomplishments. Not only in the health sector, PA teaches people to realize that sport is not just physical and that games have values and characteristics that can embrace individuals from various backgrounds, developing analytical skills and character. Being skilled and mastering strategies and methods in an effective teaching and learning environment is the teacher's obligation so that learning objectives are achieved.

Secondary education must prepare teaching staff who have the ability to foster interactions that influence each other with the socio-cultural environment and have the potential to improve their abilities further in further studies in higher education and the world of work. Children aged 12 to 20 years are in the phase of searching for identity and getting to know themselves, and spend about 1/3 of their daily time in the school environment. Minister of Education Regulation Number 41 of 2007 concerning Primary and Secondary Education Process Standards is the main guideline for teachers in planning, implementing and assessing the learning process as well as regarding follow-up actions. On the other hand, (Habib & Alawi, 2019) explain that the term teacher performance has the meaning "Performance" which can be interpreted as achievement or work performance, carrying out tasks, or performance in a job.

The challenge currently faced is that people carry out sports activities solely for satisfaction without focusing on achieving the goals of the sport itself. According to reporting

by (Mutohir, et. al, 2021), that the SDI index figure was only 0.408 which was in the low category. (Chan, et al., 2022; Yin, et. al, 2020) also provides evidence of a lack of time for physical activity, because in the current era children and teenagers are more often involved in using computers and gadgets to play games to the point that they become addicted which has an impact on reducing PA levels, even having a bad impact. on brain function and performance, which ultimately has a negative impact on their health.

Then, (Irmansyah, et.. al, 2020) explains the importance of awareness of all parties regarding structuring a sports learning system which is useful for improving the quality of learning starting from the role of the sports teacher. This is also supported by (Damrah, et al, 2020) who show that teacher performance from four aspects, namely pedagogical, professional and social abilities, requires special attention so that they can carry out their duties and responsibilities better. In conclusion, as professional teachers are required to carry out their teaching duties with full dedication. Professional PE teachers who have good competencies will be able to lead students towards achieving optimal growth and development (Winarni & Lismadiana, 2020). So, that students are also able to understand the basic values for achieving educational goals.

Researchers conducted observations on a number of PA teachers in Pekanbaru City. The challenges they face often only focus on the physical aspect, so many PE teachers do not understand the role and function of sports in schools. The learning process is centered on teachers and students so that there is a lack of opportunity for students to develop holistic, logical, objective and creative thinking skills which creates a low average student learning achievement. Especially during the COVID-19 pandemic, teaching staff or teachers experienced difficulties in modifying learning methods, and also had difficulty providing opportunities for students to think creatively, objectively, logically and holistically due to limited time, resulting in low student motivation in the learning process.

In connection with these considerations, from the description above it is necessary to observe and assess the performance of teachers, especially PE teachers, so that the learning process can be carried out effectively and efficiently in accordance with their duties and responsibilities. Therefore, researchers are interested in conducting research on "Teacher Performance and Student Fitness: Is There a Significant Relationship?". Seeing the urgency in creating human resources from quality teachers, this research aims to assess the competence of PE Middle School teachers in Pekanbaru City in terms of pedagogy, personality, social and professional. Apart from that, this research also aims to reveal the level of PF of JHS students based on the results of educational teacher performance based on four competencies.

## **METHOD**

The Ex Post Facto approach used in this survey research means that researchers do not manipulate, intervene or provide treatment to research subjects (Maksum, 2012). The population of this study were PE teachers and students from JHS in Pekanbaru City and the sampling technique used was random sampling technique. The sample consisted of 30 people consisting of the principal, deputy principal for curriculum, deputy principal for public relations, and 316 class VIII (eighth) students whose physical fitness data was taken and 33 PE teachers at 10 State Middle Schools in Pekanbaru City.

The main data collection used a questionnaire with a Likert scale with four assessment competencies, namely the principal assessed pedagogical competency, the deputy principal for curriculum assessed professional competency, and the deputy principal for public relations assessed personality competency and social competency. The selected samples were adjusted based on their role in the school which refers to the principle of evaluation, namely assessing the teacher's ability to apply all the competencies and skills required in the learning process, guidance, or carrying out additional tasks that are relevant to the function of the school.

respondents or informants agree to be sampled and actively participate in the research. All research subjects filled out informed consent before the research was carried out.

The questionnaire consists of 14 indicators consisting of 78 statements adopted from teacher performance assessment books which have been tested for validity and reliability. Furthermore, the indicators consist of 78 statements, only 76 of which can be used in research which are tested based on the results of validity and reliability tests. The questionnaire consists of 14 indicators consisting of 76 statements adopted from teacher performance assessment books which have been tested for validity and reliability. The Likert scale used uses a range of 1-5 with categories "strongly disagree" to "strongly agree"

**Table 1.** Pedagogic Competency Validity Test Results

Indicator	Code	R Calculate	R Table	Result
Mastering learning theory and educational learning principles	X1.1	0,54	0,33	Valid
	X1.2	0,4	0,33	Valid
	X1.3	0,7	0,33	Valid
	X1.4	0,49	0,33	Valid
	X1.5	0,65	0,33	Valid
	X1.6	0,78	0,33	Valid
	X1.7	0,8	0,33	Valid
Assesment and evaluation	X1.8	0,81	0,33	Valid
	X1.9	0,79	0,33	Valid
	X1.10	0,56	0,33	Valid
	X1.11	0,66	0,33	Valid
	X1.12	0,71	0,33	Valid
Communication with students	X1.13	0,69	0,33	Valid
	X1.14	0,71	0,33	Valid
	X1.15	0,7	0,33	Valid
	X1.16	0,73	0,33	Valid
	X1.17	0,83	0,33	Valid
	X1.18	0,81	0,33	Valid
	X1.19	0,65	0,33	Valid
	X1.20	0,7	0,33	Valid
	X1.21	0,85	0,33	Valid
Educational learning activities	X1.22	0,74	0,33	Valid
	X1.23	0,76	0,33	Valid
	X1.24	0,74	0,33	Valid
	X1.25	0,82	0,33	Valid
	X1.26	0,51	0,33	Valid
	X1.27	0,83	0,33	Valid
	X1.28	0,68	0,33	Valid
	X1.29	0,31	0,33	Valid
Mastering student character	X1.30	0,32	0,33	Invalid
	X1.31	0,49	0,33	Invalid
	X1.32	0,54	0,33	Valid
	X1.33	0,4	0,33	Valid
	X1.34	0,47	0,33	Valid
	X1.35	0,51	0,33	Valid
Curriculum development	X1.36	0,61	0,33	Valid
	X1.37	0,62	0,33	Valid
	X1.38	0,78	0,33	Valid

Indicator	Code	R Calculate	R Table	Result
Development of student potential	X1.39	0,82	0,33	Valid
	X1.40	0,64	0,33	Valid
	X1.41	0,84	0,33	Valid
	X1.42	0,79	0,33	Valid
	X1.43	0,7	0,33	Valid
	X1.44	0,53	0,33	Valid
	X1.45	0,67	0,33	Valid

From the results of validity testing in the table above, the pedagogic questionnaire containing 7 indicators has been filled out by 35 respondents in this study. One way to find out which questionnaires are valid and invalid, we must find out the table first. The formula of r table is  $df=N-2$  so  $35-2=33$ , so r table = 0.3338. From the results of the validity calculation in the table above, it can be seen that r count > r table there are 43 statements that are declared valid and 2 statements r count < r table are declared invalid. This means that only 43 statements on the pedagogic competence questionnaire can be used in research.

**Table 2.** Professional Competency Validity Test Results

Indicator	Code	R Calculate	R Table	Result
Professional development capabilities	X2.1	0,73	0,33	Valid
	X2.2	0,74	0,33	Valid
	X2.3	0,69	0,33	Valid
	X2.4	0,75	0,33	Valid
	X2.5	0,81	0,33	Valid
	X2.6	0,69	0,33	Valid
Understand the concepts, structure, material and scientific mindset in the subjects taught	X2.7	0,7	0,33	Valid
	X2.8	0,67	0,33	Valid
	X2.9	0,66	0,33	Valid

From the results of calculating the validity of the professional questionnaire in table 2 above, it can be seen that r calculate > r table there are 9 statements that are declared valid. This means that the entire statement on the professional competency questionnaire can be used in this study.

**Table 3.** Personality Competency Validity Test Results

Indicator	Code	R Calculate	R Table	Result
Have a mature personality in accordance with exemplary religious, legal, social and cultural norms	X3.1	0,73	0,33	Valid
	X3.2	0,74	0,33	Valid
	X3.3	0,69	0,33	Valid
	X3.4	0,75	0,33	Valid
	X3.5	0,81	0,33	Valid
	X3.6	0,74	0,33	Valid
	X3.7	0,7	0,33	Valid
	X3.8	0,81	0,33	Valid
Responsibility, work ethic, pride in being a teacher	X3.9	0,57	0,33	Valid
	X3.10	0,55	0,33	Valid
	X3.11	0,74	0,33	Valid
	X3.12	0,85	0,33	Valid
	X3.13	0,57	0,33	Valid
Act in accordance eith norms,	X3.14	0,59	0,33	Valid

Indicator	Code	R Calculate	R Table	Result
religion, law, social and culture	X3.15	0,56	0,33	Valid
	X3.16	0,7	0,33	Valid
	X2.17	0,72	0,33	Valid
	X3.18	0,77	0,33	Valid

From the results of calculating the validity of the personality questionnaire in the table above, it can be seen that  $r \text{ count} > r \text{ table}$  there are 18 statements that are declared valid. This means that all statements on the 18 personality competency questionnaires could be used in this study.

**Table 4.** Social Competency Validity Test Results

Indicator	Code	R Calculate	R Table	Result
Communication is inclusive, acts objectively and does not discriminate between fellow teachers, education staff, parents/guardians, students and the community	X4.1	0,7	0,33	Valid
	X4.2	0,78	0,33	Valid
Act objectively, not be discriminatory and be inclusive	X4.3	0,65	0,33	Valid
	X4.4	0,5	0,33	Valid
	X4.5	0,73	0,33	Valid
	X4.6	0,73	0,33	Valid

Based on the results of calculating the validity of the social questionnaire in table 4 above, it can be seen that  $r \text{ count} > r \text{ table}$  there are 9 statements that are declared valid. This means that the entire statement on the social competence questionnaire can be used in this study.

**Table 5.** Reliability Test Results

Competence	Cronbach's alpha	Result
Pedagogical Competence	0,982	Reliable
Professional Competency	0,902	Reliable
Personality Competency	0,619	Reliable
Social Competence	0,849	Reliable

The results of the reliability test can be seen that Cronbach's alpha on this variable is higher than the base value of  $> 0.60$ , the results prove that all statements in the PE teacher performance assessment questionnaire are declared reliable.

**Table 6.** Four Competency Based Teacher Performance Assessment

Competence	Indicator	Number of Questions
Pedagogical Competence	Mastering learning theory and educational learning principles	6
	Assesment and evaluation	5
	Communication with students	6
	Educational learning activities	11
	Mastering student character	4
	Curriculum development	4
Professional Competency	Development of student potential	7
	Professional development capabilities	6
	Understand the concepts, structure,	3

	material and scientific mindset in the subjects taught	
Personality Competency	Have a mature personality in accordance with exemplary religious, legal, social and cultural norms	5
	Responsibility, work ethic, pride in being a teacher	8
	Act in accordance with norms, religion, law, social and culture	5
Social Competence	Communication is inclusive, acts objectively and does not discriminate between fellow teachers, education staff, parents/guardians, students and the community	3
	Act objectively, not be discriminatory and be inclusive	3
	<b>Number of Questions</b>	<b>76</b>

Source: (Teacher Performance Assessment Guidebook, 2010)

Meanwhile, for PF, students use itbleep test as a data collection tool. The bleep test involves running continuously for a distance of 20 meters while a "beep" sound is heard. 2. Participants must get to the opposite end coinciding with the "beep" sound. 3. Every time the "beep" sound sounds, the test taker must have arrived at one end of the running track. The following are physical fitness norms (VO2Max) based on age and gender. Data collection was carried out over a period of 3 months.

**Table 7.** VO2Max Category Gain for Ages 13 to 19 Years

Range of Value	Women	Men
Superior	> 41,9	>55,9
Extraordinary	39,0 – 41,9	51,0 – 55,9
Good	35,0 – 38,9	45,2 – 50,9
enough	31,0 – 34,9	38,4 – 45,1
less	25,0 – 30,9	35,0 – 38,3
Very less	<25	<35,0

Source: (Rachman, 2021)

After the data collection process, it continues with the data analysis stage. The data analysis techniques used in this research are descriptive statistics and multiple linear regression tests. In analyzing the data, Microsoft Excel and SPSS software were used in this research.

## RESULTS

Four Pekanbaru City PE Middle School teacher competency indicators were analyzed using assessment rules from the Teacher Performance Assessment Book (2010) in the image below.



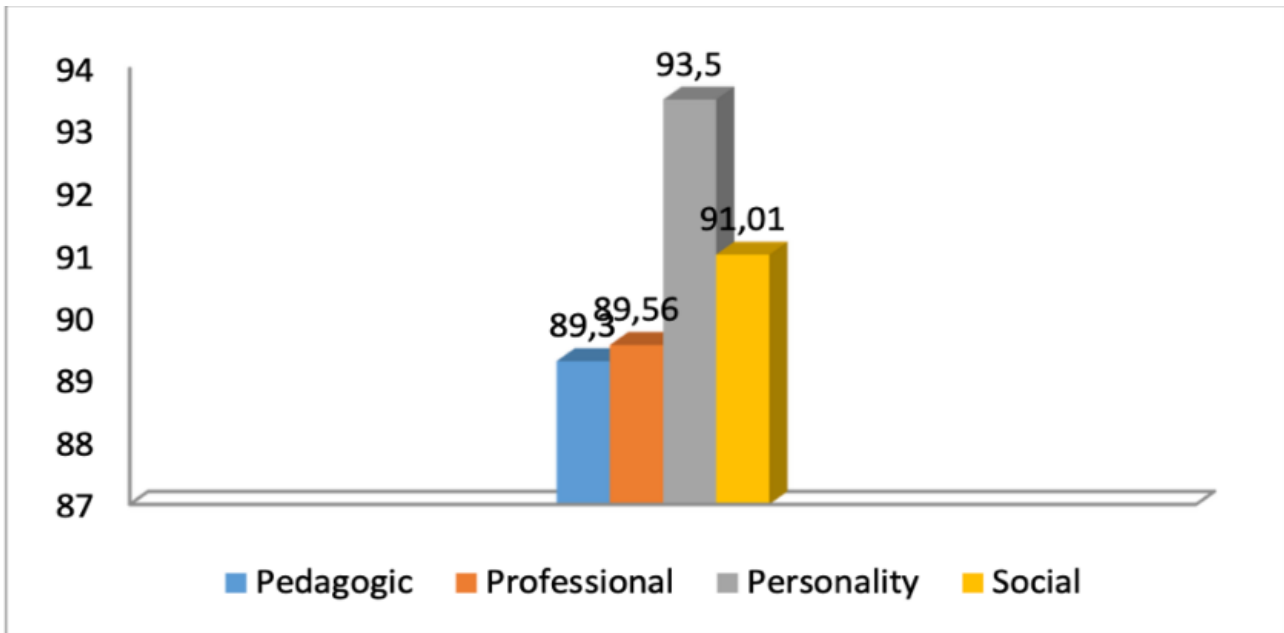


Figure 1. Analysis Diagram of 4 Competencies of Middle School PE Teachers in Pekanbaru

Based on the results, the percentage is in the Very Good category from the assessment of the four competencies of junior high school PE teachers in Pekanbaru City. The average PF level of JHS students in Pekanbaru City can be seen in the picture below.

Table 8. Analysis of Physical Fitness of JHS Students in Pekanbaru City

Range of Value	Men	Women
Very Less	43%	41%
Less	35%	47%
Enough	22%	12%
Good	0%	0%
Extraordinary	0%	0%
Superior	0%	0%

Analysis of the physical fitness of junior high school female students in Pekanbaru City is included in the "Less" and "Very Less" categories, the percentages are 47% and 41%. Meanwhile, physical fitness for male students who fall into the "Less" and "Very Less" categories show a percentage of 35% and 43%. The following are the results of multiple linear regression analysis to measure how big or to what extent the contribution of primary school teacher performance variables based on four competencies to the physical fitness level variable of junior high school students in Pekanbaru City can be seen in the table below.

Table 9. Determinant Coefficient

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.500 <sup>a</sup>	.250	.143	2.4436

a. Predictors: (Constant), Social, Pedagogical, Personality, Professional  
 b. Dependent Variable: Student Physical Fitness

Based on the table above, it is known that the value of the Adjusted R Square coefficient is 0.143 or equal to 14.3%. The figure means that pedagogic, professional, social and personality competencies simultaneously (together) do not significantly affect students' physical fitness variables. While the rest (100%-14.3%=85.7%) is influenced by other variables.



## DISCUSSION

From this research, it was found that PE teachers' performance in terms of personal and social competence is more prominent than pedagogical and professional competence. However, the differences shown are not very significant, where the four competencies fall into the "very good" category. In contrast, the physical fitness of JHS students in Pekanbaru shows a low percentage, namely boys (43%) and girls (47%) who fall into the "very poor and poor" category.

Overall, competency is a combination of knowledge and skills in the professional field pursued. The competencies of PE teachers are experience, spiritual abilities, interactive, creative manifestation, personal qualities and motivation (Yanova et al., 2021). A teacher can be said to work well if he has good teaching competence. The results of research regarding teacher competence are analyzed and discussed based on percentages so that it can be seen what the quality of teacher performance is, namely personality competence with the highest score, followed by social, professional and pedagogical competence.

From the results of observations, Pekanbaru City JHS PE teachers reflect noble morals in their individual personalities, are stable, wise, mature and have authority that can be used as role models for PE teachers. The learning objectives of PE are also to develop mental, social and moral aspects, not just physical ones (Bahar & Mutmainna, 2021). Pekanbaru City PE Middle School teachers are able to improve learning, create a harmonious environment and communicate well and effectively with students' parents/guardians, school residents and the surrounding environment. Other research also found that social competence was also dominant with a percentage of 91.01% (very good) (Fitriani, 2013).

Teachers must prepare themselves, master learning and obtain information from various sources so that they are always up to date so as not to be left behind (Syaputra, 2020). The results of interviews conducted with state JHS PE teachers in Pekanbaru City also saw that the school and the surrounding environment always support teachers in improving the professionalism of their profession. The PE teachers also explained that even though they only received verbal support, at least the teachers did not feel pressure to improve their quality as teachers. However, several teachers also mentioned that material support was also needed as a supporting factor. At the age of 13-15 years is a transition period for students, but from the results of interviews, PE teachers do not experience obstacles in learning PE at school. Therefore, teachers must always be creative in any situation and condition (Anita S. & Damrah, 2020).

PE has the benefit of developing knowledge and physical skills for students (Morgan, P. J., & Hansen, 2016). In adolescence, the resulting PA will improve health, fitness, cardiovascular function, bone function and metabolism (Howie, E. K., & Pate, 2012). The PF level (VO<sub>2</sub>Max) of JHS students in Pekanbaru City with an age range of 13-15 in 2023 will be in the "very bad" category (boys) and the "bad" category for female students.

Students' low PF has also occurred over the decades as a result of lack of PA, causing them to be overweight (Widodo, 2013). Students' low PF is also caused by the lack of PA at school. The PE subject has a limited time intensity, where it is only done once a week, which is another obstacle to the formation of students' PF goals, because the human body that does not do PA for more than 72 hours or equivalent to 3 days will experience a decline (Mashud, 2018). herefore, students' PF will be achieved at least by doing PA 3-5 times a week with an exercise duration of 20-60 minutes (Palar, et. al, 2015). Part from that, extracurricular activities with a duration of 90 minutes once a week are also mandatory at school (Wanjaya & Hartoto, 2019). Increasing PA will create a better quality of life, thereby providing beneficial effects on mental health and academic achievement (Singh, et. al, 2012).

From the discussion above, it can be concluded that sport makes a direct contribution to improving a person's PF if it is adjusted to the intensity of training time, age and physical condition of each individual (Prativi, et. al, 2013). Improving PF, motor skills, knowledge and

healthy living behavior is designed in PE so that teachers need to carry out learning effectively and efficiently. Teachers as educators must be able to create interactive and meaningful learning so that students are active in every lesson (Sulaiman & Ismail, 2020). So, it can be concluded that the goals of PE and PF can be achieved if a teacher has maximum competence.

This research also found that the competency of state JHS PE teachers in Pekanbaru City did not have a significant influence on students' PE. Based on the multiple linear regression analysis data above, it shows that the competence of PE teachers only has a 14.3% influence on students' PF. Meanwhile, other variables outside this research were able to influence 85.7%. Various factors that can influence students' PF levels include; 1) food and nutrition, 2) sleep patterns, 3) healthy lifestyle, 4) economic factors, and so on (Prianto et al., 2022).

The results of this study have shown that the physical fitness of JHS Pekanbaru City students is still low. This is in accordance with the sport development index report, where there is a decrease in PF in the people of Riau Province. In 2021, the PF of the Riau people is 26.95 ml/kg/minute (Mutohir et al., 2021), while in 2022 it is 25.19 ml/kg/minute (Mutohir et al., 2022). One of the reasons is the decline in active sports participation in the Riau community, where in 2021 the participation rate was 43.53% (Mutohir et al., 2021) and in 2022 it became 35.64% (Mutohir et al., 2022). From the report, it is known that PE teachers in Pekanbaru City actually have an important role in improving the PA level of the students.

Teachers as facilitators must be able to motivate students to carry out regular PA and improve teachers' theoretical and practical abilities at school in order to have an impact on students' PF. This is in line with research (Huda & Syam, 2015) which states that PA has a significant positive effect on student learning achievement because if PF is low, a person will experience significant fatigue, causing disruption to daily activities. There is another innovation which states that if PA are carried out with friends in groups on a large scale, students will be more motivated and enthusiastic, so that students will be more active in participating in sports activities. Apart from that, it is hoped that PE teachers can provide education to students about the importance of maintaining personal health and the surrounding environment in order to create quality learning and improve academic and non-academic achievements (Wicaksono & Prihanto, 2017).

A limitation of this research is that the research subjects were only junior high school students in grade 8. Therefore, future research is expected to use junior high school students in grades 7, 8, and 9. This will provide more comprehensive research results regarding the correlation between PE teachers and junior high school students. Apart from that, it is necessary to conduct research at the Elementary School (ES) and Senior High School (SHS) education levels with the aim of knowing the level of competence of PE teachers and the effect of this competence on the fitness of all students, from ES, JHS, and SHS in Pekanbaru City.

For further research, researchers suggest that teacher performance development is needed which is directed at improving student learning outcomes. Apart from that, there needs to be systematic efforts such as teachers to be able to improve strategies and design learning that is fun but achieves goals and provides understanding to students and parents to create the habit of always taking an active role or forming physical activities not only at school but also at home. so that students' physical fitness is achieved.

## **CONCLUSION**

The conclusions obtained in this research have answered the problem formulation, namely the most dominant competency is personality competency, followed by social competency, professional competency and pedagogical competency. Furthermore, junior high school PF students in Pekanbaru City are for male students and in the low category for female students. Meanwhile, the performance of junior high school physical education teachers in Pekanbaru City based on four competencies only has an influence on students' physical fitness.

Meanwhile, the remaining was influenced by other variables outside this research.

Based on the conclusions above, it is hoped that the consistency of the quality of physical education teachers and the professionalism of teachers in schools will continue to be improved and it is necessary to maintain the quality of students' physical fitness to improve the quality of life.

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