



The influence of teacher performance and motivation on the management of sports education learning set

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Abstract

Learning sets management is an important factor that supports the success of Sports and Health Education teachers in teaching-learning activities. Most of the studies in the past have disclosed the statement, but these studies still have limitations in terms of the influence of teacher performance and teacher motivation on the learning sets management. Therefore, through the conduct of the present study the researchers would like to identify the influence of the motivation, and the performance of Sports and Health Education teachers on the learning sets management. The study itself is descriptive quantitative research with survey method. During the conduct of the study, the data were gathered using questionnaire distribution. The population in the study was the Sports and Health Education teachers from Public and Private Vocational High Schools in the Regency of Sleman. Then, the number of the sample was 66 teachers. After the data had been gathered, the data were analysed utilising quantitative descriptive analysis technique with percentage. The results of the study show that the F-count is 40.307 or higher than the F-table on the rate of significance 5% namely 3.1428 ($40.307 > 3/1428$). This finding implies that teacher performance (X1) and teacher motivation (X2) simultaneously provide a significant contribution to the learning sets management (Y).

Keywords: learning sets management, performance, motivation

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INTRODUCTION

Sports and Health Education is the internal part of an education system that, in overall, sets priority on physical activities within the learning process to encourage the habits of healthy life toward the harmonious, aligned and balanced physical, mental, social and economic growth and development (Purwanto, 2006). Within the learning process of Sports and Health Education, the role of a teacher significantly influences the results of the learning process itself (Stephani, 2016). According to the Minister of National Education Regulation Number 16 of 2007 on the Standards of Academic Qualifications and Teacher Competencies, the teachers of Sports and Health Education are expected to teach numerous movement skills, basics, techniques and game strategies from multiple sport branches in order to internalize the values (sportsmanship, honesty and teamwork) and the habits of healthy life (Menteri Pendidikan Nasional, 2007).

Hamalik (2010, pp. 123–124) states that the role of a teacher as a leader implies the responsibility of a teacher to supervise the learning activities of the students, to design lesson plans for his or her classrooms, to perform the learning management in the best way possible, to perform classroom management and to set classroom discipline in a democratic manner. The learning materials in the Sports and Health Education that the teachers should master within the Competence-Based Curriculum consist of: (1) games and sports; (2) developmental activities; (3) self-test; (4) rhythmic activities; (5) aquatic activities; and (6) extra-classroom education (Husdarta, 2011).

To be a good teacher within the delivery of Sports and Health Education learning materials, it is expected that the teacher has good learning management (Mustari & Rahman, 2014). In line with the statement, the learning management of Sports and Health Education refers to the art or the process within the planning, the organisation,



the direction and the control/monitoring toward the human resources through the selected physical and sports activities to achieve the learning objectives effectively and efficiently. Therefore, the Sports and Health Education teachers should possess learning management in conducting the learning activities and the elements of the learning management that should be possessed consist of: (1) lesson plan design; (2) lesson plan implementation; (3) evaluation; (4) follow-up on evaluation results (Kusumaningrum & Djukri, 2016).

Good learning management will result in good learning achievements from the students within the learning process of Sports and Health Education. With the statement, the management of learning sets might be influenced by several factors such as teacher performance and teacher motivation. (Kasim, 2011) Reminds that performance and motivation heavily influence the management of Sports and Health Education teachers within the learning process. Similarly, Zhang, Solmon, dan Gu (2012) explains that the motivation of a teacher will influence the learning process that he or she will deliver in the classroom. Not to mention, the motivation of a teacher will also trigger the motivation among the students. Therefore, it might be implied that the motivation of a teacher within the delivery of the learning process of Sports and Health Education might bring about good impact to the achievement of the learning results among the students. (Van den Berghe et al., 2013) even states that the Sports and Health Education teachers who are independently motivated might serve to improve their performance in teaching the students.

According to Pan (2014), motivation, altogether with teaching atmosphere around a teacher, have a significant impact on achieving success within the learning process of Sports and Health Education among the students. The motivation and the performance of a teacher also have a significant influence on the pedagogic competence of the teacher within the teaching activities. For the context of achieving success-motivation, the internal motivation of a teacher should be developed first and later should be complemented by the external motivation of the teacher (Hariyanto, Muhdi, & Abdulllah, 2017). About the idea, the supervision management has significant influence on teacher performance with 39.30% contribution, the teacher motivation with the organisational atmosphere with 37.10% contribution and the organisational atmosphere with 40.10% contribution. Altogether, the super-

vision management, the teacher motivation and the organizational atmosphere has simultaneously significant influence on the teacher performance (Andari, 2015; Rahayuningsih, Fajaruddin, & Manggalasari, 2018).

Departing from the above elaboration, the researcher perceives that there has been a lack of the number of studies that deal with the influence of the teacher performance and motivation on the management of learning sets. Therefore, through the study the researcher would like to pursue the update on the influence of the teacher motivation and the performance on the management of learning sets. Specifically, through the conduct of the study the researcher would like to discuss the motivation and the performance of the Sports and Health Education teachers in the Regency of Sleman within the implementation of the management of learning sets. Then, in conducting the study the researcher will rely on the questionnaire distribution to gather the necessary data from the subjects of the study.

METHOD

The method that had been implemented in the study was the qualitative method with the survey approach. Then, the study took place in both public and private vocational high schools that had been located in the Regency of Sleman. The study itself took place from November 2018 until February 2019. Within the conduct of the study, the researcher gathered the data from both the civil-servant teachers and the non-civil-servant teachers in the Regency. The samples that had been taken from the involved vocational high schools were the certified, the civil-servant and the honorary teachers. The total number of the sample was 66 people.

As having been explained in the previous section, the instrument that had been implemented for the data gathering activities was the multiple choice-based questionnaires concerning the learning sets management, the motivation and the performance of the Sports and Health Education teachers within the vocational high schools throughout the Regency. Based on the results of the validity test, there were 17 items that might be administered to measure influence of teacher motivation and teacher performance on learning sets management. Prior to the sample measurement, the questionnaire should be sent to a preliminary test that involved the samples with similar characteristics namely the teachers who belonged to the same educational status. Within the preliminary test, the instrument consisted of

44 items with five alternatives of response namely a, b, c, d and e.

The conduct of the preliminary test involved the Sports and Health Education teachers from both the public and the private vocational high schools throughout the Regency of Bantul. The teachers from these vocational high schools were selected because they displayed similar characteristics to those of both public and private vocational high schools throughout the Regency of Sleman; for example, there were 30 teachers from the Regency of Bantul and the vocational high schools where these teachers had been working were still under the domain of the Province of Yogyakarta Special Region. From the results of the preliminary test, the researcher found that the instrument had been valid and reliable for the real administration with a mean score of 0.919. Fifteen items of teacher performance in the instrument were valid and reliable with the mean score 0.908 while 12 items of teacher performance in the instrument were also valid and reliable with the mean score 0.843.

RESULTS AND DISCUSSIONS

The results and the discussions with regards to the influence of teacher performance and teacher motivation on learning sets management might be consulted in the following sections.

Learning Sets Management

Based on the data processing results using SPSS 21.00 for Windows, the descriptive statistics of learning sets management might be disclosed through the questionnaire distribution

Table 1. Descriptive Statistics of Learning Sets Management among the Sports and Health Education Teachers

Variable	N	Min	Max	Mean	Std. Deviation
Learning Sets Management	66	40	83	60.03	9.868

Table 2. Descriptive Frequency for Learning Sets Management of Sports and Health Education Teachers

Category	Frequency	Percentage
Very High	15	22.70
High	27	40.90
Moderate	22	33.30
Low	2	3.00
Total	66	100.00

Table 3. Descriptive Statistics of Teacher Performance among the Sports and Health Education Teachers

Variable	N	Min	Max	Mean	Std. Deviation
Teacher Performance	66	35	71	53.83	8.152

activities, and the descriptive statistics might be consulted in Table 1.

From the results in Table 1, it is apparent that the number of the samples that have been gathered from the vocational high schools located in the Regency of Sleman is 66 people and the mean score that has been attained is 66.03 with the standard deviation 9.689. Then, the learning sets management might be categorised as follows in Table 2.

Departing from the categorisation in Table 2, it might be identified that the learning sets management of Sports and Health Education teachers throughout the vocational high schools located in the Regency of Sleman belongs to the "High" category. In further details, 27 respondents (40.90%) fall into the "High" category, 22 respondents (33.30%) fall into the "Moderate" category, 15 respondents (22.70%) fall into the "Very High" category and 2 respondents (3.00%) fall into the "Low" category.

Teacher Performance

Based on the data processing results utilising SPSS 21.00 for Windows, the descriptive statistics of teacher performance might be disclosed through the questionnaire distribution activities, and the descriptive statistics might be consulted in Table 3.

From the results in Table 3, it is apparent that the number of the samples that have been gathered from the vocational high schools throughout the Regency of Sleman is 66 people and the mean score that has been attained is 53.83 with the standard deviation 8.152. Then, teacher performance might be categorised as follows.

Table 4. Descriptive Frequency for Teacher Performance of Sports and Health Education Teachers

Category	Frequency	Percentage
Very High	15	22.70
High	31	47.00
Low	18	27.30
Moderate	2	3.00
Total	66	100.00

Departing from the categorisation in Table 4, it might be identified that the teacher performance of Sports and Health Education teachers throughout the vocational high schools located in the Regency of Sleman belongs to the “High” category. In further details, 31 respondents (47.00%) fall into the “High” category, 18 respondents (27.70%) fall into the “Moderate” category, 15 respondents (22.30%) fall into the “Very High” category and 2 respondents (3.00%) fall into the “Low” category.

Teacher Motivation

Based on the data processing results through SPSS 21.00 for Windows, the descriptive statistics of teacher motivation might be disclosed through the questionnaire distribution activities, and the descriptive statistics might be consulted in Table 5.

Table 5. Descriptive Statistics of Teacher Motivation among the Sports and Health Education Teachers

Variable	N	Min	Max	Mean	Std. Deviation
Teacher Motivation	66	37	58	46.24	5.671

Table 6. Descriptive Frequency for Teacher Motivation of Sports and Health Education Teachers

Category	Frequency	Percent
Very High	22	33,3
High	34	51,5
Moderate	10	15,2
Total	66	100,0

Table 7. Results of Multiple Linear Regression

Model 1					
Variabel	B	Beta	t hitung	Sig t	Keterangan
(Constant)	0.186				
Teacher Performance	0.500	0.413	3.718	0.000	Significant
Teacher Motivation	0.712	0.409	3.680	0.000	Significant
Sig F	0.000 ^b				
R square	0.561				

a. Dependent Variable: Learning Sets Management

From the results in Table 5, it is apparent that the number of the samples that have been gathered from the vocational high schools throughout the Regency of Sleman is 66 people and the mean score that has been attained is 46.24 with the standard deviation 5.671. Then, the teacher performance might be categorised as follows in Table 6.

Departing from the categorisation in Table 6, it might be identified that the teacher performance of Sports and Health Education teachers throughout the vocational high schools located in the Regency of Sleman belongs to the “High” category. In further details, 34 respondents (51.50%) fall into the “High” category, 22 respondents (33.30%) fall into the “High” category, and ten respondents (15.20%) fall into the “Moderate” category.

The Influence of Teacher Performance and Teacher Motivation on Learning Sets Management

To identify the influence of teacher performance and teacher motivation on learning sets management, the researcher should perform a simple linear regression test, multiple linear regression test (t-test) and F-test. The results of these tests might be consulted in the following sub-sections.

Creating the Multiple Linear Regression Model

The hypothesis that should be tested within the conduct of the study is Teacher Performance (X_1), and Teacher Motivation (X_2) have either positive or negative correlation to Learning Sets Management (Y). For the test of the first hypothesis, the researcher should perform the linear regression analysis. The results of the test for the first hypothesis might be consulted in Table 7.

The coefficient of Teacher Performance is 0.500, while the coefficient of Teacher Motivation is 0.712 with a constant 0.186. Based on these data, a single-predictor linear regression model might be designed as follows:

$$Y = 0.186 + 0.500X_1 + 0.712X_2$$

The above equation shows that the coefficient of regression is positive and equals to 0.500. The implication is that one-point increase in Teacher Performance (X_1) will result in 0.500-point increase in Learning Sets Management.

Multiple Linear Regression Test (t-test)

Based on the coefficient of determination that has been attained, namely 0.561, the researcher might proceed to the conduct of t-test analysis. From the results of the t-test with a single party in significance rate 5%, the researcher has attained t-count that equals to 3.718 with the significance value 0.000. The implication is that Teacher Performance has positive influence on Learning Sets Management. Furthermore, based on the summary in Table 4 and Table 6, the researcher has also attained t-count that equals to 3.680 with the significance value 0.000. The implication is that Teacher Motivation has a positive contribution to Learning Sets Management.

F-test

The F-test is conducted to identify the significance of the simultaneous influence of Teacher Performance (X_1) and Teacher Motivation (X_2) on Learning Sets Management (Y). Then, the F-count is equal to 40.307, and this value is compared to the F-table value on the rate of the significance of 5%. To calculate the degree of freedom (df), the researcher should apply the following formula $df1 = m$ and $df2 = N - m - 1$. N indicates the number of population and also the number of independent variables. Therefore, $df1 = 2$ and $df2 = 66 - 2 - 1 = 63$. Next, the comparison between the F-test value and the F-table value shows that the F-test

value, namely 40.307, is higher than the F-table value, namely 3.1428 ($40.307 > 3.1428$), with significance rate 5%. Therefore, it might be implied that Teacher Performance (X_1) and Teacher Motivation (X_2) simultaneously has significant contribution to Learning Sets Management (Y). Departing from the overall results, the researcher might draw several conclusions that provide general descriptions about the influence of teacher performance and teacher motivation on learning sets management among the Sports and Health Education teachers throughout the vocational high schools located in the Regency of Sleman.

The Learning Sets Management of Sports and Health Education Teachers in the Vocational High Schools throughout the Regency of Sleman

Based on the results of the study, it might be inferred that the learning sets management of Sports and Health Education teachers in the vocational high schools throughout the Regency of Sleman has fallen into the "High" category. The inference might be confirmed by the descriptive frequency figure, which shows that 40.90% of the respondents display the "High" category of learning sets management.

These results are in accordance to the opinion by Supardi (2006, p. 26), who states that as a professional a teacher should perform five main duties namely planning learning process, implementing learning process, evaluating learning results, following up learning results and performing guidance and counselling. In other words, it might be suggested that a professional and well-qualified teacher is the one who has been able to manage the learning process well. Consequently, to generate optimum learning process, the teachers of Sports and Health Education should be creative in both designing and implementing the learning process so that the learning process will be interesting and inviting for the students.

Similarly, Fathurrohman and Suryana (2012) state that in a school teacher hold double role and they bear the education quality on their shoulder. In the same time, teachers also hold managerial role since they should manage the learning process, plan the learning process, design the learning process, perform the learning activities with their students and control the achievement and the expertise of each student. The planning of learning process is ultimately important as part of achieving the objectives that have been defined. Furthermore, the success of a

teacher is defined by his or her capacity in planning the learning process. Majid (2008, p. 15) states that planning refers to designing the steps that will be implemented to achieve the objectives that have been set.

Uno (2007) adds that the presence of learning management is significant to achieve learning improvement. The efforts of pursuing learning improvement are carried out under the assumption of improving the learning quality. One of the departure points for this effort might be planning the learning process in the form of learning design. Thereby, the teachers, especially the teachers of Sports and Health Education, will gain a number of benefits such as the ones that have been proposed by Supardi (2006, pp. 26–27), who states that the function of learning process planning is to ease the teachers in carrying out their subsequent duty.

In designing the learning process, the most important aspect is that the context arrangement should be detailed, structured and easy to implement. Also, what should be included in the planning is the availability of guidelines or reference within the implementation of the learning process so that the learning process will be more directed. It is this guidance or reference that has been termed as learning sets.

According to Hamalik (2010, p. 135), a good teacher will strive to carry out the learning process in the best way possible. On the other hand, according to the Law of Republic Indonesia, Number 14 of 2005 the duty of a teacher as an educator and a teaching staff within the implementation of learning plan is to design the sets of learning plan (Presiden Republik Indonesia, 2005). It is these sets of learning plan that become the components and the foundations of the Sports and Health Education teachers in carrying out their duty.

The capacity to design the sets of learning plan should be possessed by all teachers, including the teachers of Sports and Health Education, as part of their professional competence. To design the sets of learning plan, the teachers are demanded to be able to analyse the learning sources and later to specify these learning sources into several categories. Specific to the case of Sports and Health Education teachers, the capacity to design the sets of learning plan might also be identified through the sources of the learning sets.

Performance of Sports and Health Education Teachers in the Vocational High Schools throughout the Regency of Sleman

Departing from the results that have been attained, it might be inferred that the profile of teacher performance for the teachers of Sports and Health Education in the vocational high schools throughout the Regency of Sleman has fallen into the “High” category. The inference might be confirmed by the figure of the descriptive frequency, which shows that 47.00% respondents show the “High” category of teacher performance.

Such inference implies that the performance of a teacher mainly can be measured through the success of the teachers. Teacher performance is significant since it is part of the overall educational process. The statement goes in accordance to the opinion by Husdarta (2011), who states that teacher performance within the teaching-learning process becomes one of the most important parts in supporting the creation of effective educational process especially with regards to the development of learning discipline and learning quality.

Every teacher is demanded to perform their duty in a maximum manner recalling the fact that teacher is also a professional occupation. A professional teacher certainly should achieve the criteria that are by the standards that have been set. In a wider context, teacher performance might be assessed in terms of professional competence. According to Sanjaya (2008, pp. 19–20), teacher competence might be classified into four categories namely: (1) pedagogic competence, which deals with student understanding, curriculum/syllabus development, learning design, learning process implementation, learning technology use, learning evaluation and alike; (2) personality competence, which includes established, stable, mature and wise personality with high nobility; (3) social competence, which refers to the capacity to perform oral and written communication, to mingle with a society through decent manner and alike; and (4) professional competence, which refers to the in-width and in-depth mastery of learning materials. It is this professional competence that generally always becomes the foundation within the measurement of the teacher performance.

Naturally, every individual can see and assess himself or herself with regards to an action and its achievement. In the same time, an individual is also able to realise how far the steps

that he or she has taken so that the individual might achieve the expected performance level. Specific to the study, the teacher performance is assessed from the respondents' party based on the dimensions that have been set. Then, there are three dimensions that should be assessed namely: (1) capacity, which refers to the capacity of a Sports and Health Education teacher in carrying out the learning process in order that his or her students are able to absorb the learning materials well; (2) effort, which refers to the actions that a Sports and Health Education teacher has taken in order that his or her students are able to absorb the learning materials well; and (3) opportunity, which refers to how far a Sports and Health Education teacher benefits the existing opportunity in order that his or her students are able to absorb the learning materials well.

Every individual certainly has a different capacity from one to another. For the students, the capacity of a teacher has strong correlation to his or her competence. Husdarta (2011, p. 96) understands capacity as individual potentials such as competence and achievement-driven motivation. Looking at the recent situations, indeed there is a description that might trigger the low teacher performance especially among the Sports and Health Education teachers. A delicate problem around the availability of learning facilities will always be the main topic if it is related to teacher performance. Despite the situation, such problem might be an obstacle for pursuing the optimum learning process. This case is well-described by the fact that most of the Sports and Health Education teachers who implement the 2013 Curriculum in the vocational high schools throughout the Regency of Sleman still have not understood the concepts that have been contained in the Curriculum due to the low numbers of training activities with regards to the Curriculum implementation especially for the teachers of Sports and Health Education.

Looking at the teacher competence, the teachers of Sports and Health Education throughout the vocational high schools located in the Regency of Sleman have been the graduates of Strata-1 program for both the civil-servant teacher and the non-civil servant teacher. Despite the educational status of the teachers, the teachers should still improve their performance to be able to deal with challenges related to Science and Technology in both the near and the far future. In the same time, from the results of the interview with the teachers the researcher has found that several aspects such as teacher certification

should be given attention since these aspects might influence the performance of the Sports and Health Education teachers. About the statement, Husdarta (2011, p. 82) identifies five variables that might influence the performance of the teachers namely: (1) competence improvement; (2) supervision service; (3) learning facility; (4) leadership; and (5) achievement-driven motivation.

To improve the competence of the teachers, several initiatives might be afforded. For example, a vocational high school might hold pre-service training programs and the in-service training programs for the teachers since the conduct of these programs is part of supervision activities from the school principal to the teachers. According to Muijs, Reynolds, Soetjipto, and Soetjipto (2011), supervision service is a guidance effort that a school principal carry out to improve the performance of the teachers.

Then, the presence of learning facilities as the supporting facility for the learning process aims at developing both the potentials and the skills optimally. On the other hand, the presence of leadership is more related to how far the leaders care about the implementation of the learning process. In the meantime, the presence of achievement-driven motivation is ultimately necessary to increase the enthusiasm within the conduct of the learning process in the school. The high level of performance is certainly expected to improve continuously. However, to attain such high level of performance, there should be great efforts. Therefore, to improve the performance of a teacher, specifically the performance of Health and Sports Education teachers, the role of the teachers might be optimised within the learning process. Natawidjaja (2000, p. 7) identifies the capacity of a teacher through the competence-based task analysis and there are five principles of teacher role that become the domain of the teacher background namely: (1) a teacher is an educated person/a scientist who have wide background of expertise in the domain of teaching and education; (2) a teacher is an individual who reviews human behaviour and this role is apparent in the manner of action; (3) a teacher makes decision rationally; (4) a teacher benefits multiple teaching and communication strategies; and (5) a teacher behaves professionally.

The motivation of Sports and Health Education Teachers in the Vocational High Schools throughout the Regency of Sleman

Based on the results that have been attained, it might be concluded that the motivation of Sports and Health Education teachers in the vocational high schools throughout the Regency of Sleman has fallen into the "High" category. The category that has been attained is confirmed by the descriptive frequency which shows that 51.50% respondents show the "High" category.

These results are by the opinion by Zhang et al. (2012), who state that the motivation that teachers have will influence the learning process in the classroom. In the same time, the motivation that teachers have will influence the motivation that the students have. Then, the motivation that the Sports and Health Education teachers have might bring about good impact on the students' achievement in the subject. Van den Berghe et al. (2013) state that the Sports and Health Education teachers who are motivated might independently serve to improve their performance in teaching the students. Furthermore, motivation might bring about positive impact within the time management of Sports and Health Education time management. Pan (2014) states that teacher motivation and teaching situation have significant influence on the success in the learning process of Sports and Health Education delivered in the schools.

There are several aspects that have been related to the motivation of Sports and Health Education teachers in conducting the learning process. One of the most fundamental aspects is the facilities availability. According to Sanjaya (2008, p. 55), facilities refer to all objects that support directly the fluency of the learning process such as learning media, learning tools, school equipment and alike. Sports and Health Education might be considered as a specific lesson because it entails three domains altogether, namely cognitive, affective and psychomotor domain.

Speaking about the cognitive and the affective domain, the problem does not lie in the two domains because the conduct of the learning process entails the theoretical and the attitudinal domain. However, when it comes to the psychomotor domain, the real problem is found, and this problem is interesting to study. The reason is that the learning process in the field is certainly expected the students to put the theories that they have learned into the practice under the

maximum manner. The only obstacle within the practice is that the learning tools are sometimes unavailable and consequently the conduct of the learning process in the field becomes less optimum.

According to Sanjaya (2008, p. 55), there are several benefits that might be attained by the schools that possess complete facilities. First, the complete facilities might develop the teachers' motivation and enthusiasm to teach their students. Since the teachers conduct the process of materials delivery, there should be learning facilities in the form of tools and materials that might deliver the message effectively and efficiently. Therefore, the availability of the complete learning facilities enables the teachers to have several alternatives that might be selected for performing their teaching functions; in other words, the availability might develop the teaching enthusiasm of the teachers. Second, the complete learning facilities might also provide some learning alternatives for the students. Every student has different learning style and, consequently, the complete learning facilities will help the students to find the appropriate alternative of learning styles.

The Influence of Teacher Performance and Motivation on the Learning Sets Management

Based on the results of the study, the F-test shows that the F-count is 40.307 or higher than the F-table on the significant rate of 5% namely 3,1428 ($40,3070 > 3,1428$). This finding implies that Teacher Performance (X_1) and Teacher Motivation (X_2) have simultaneously significant contribution to Learning Sets Management (Y). In other words, the performance and motivation of the teachers' personality have positive influence on the development of learning sets management.

These results are following the theories that have been reviewed. According to Uno (2007), the word motivation is derived from the word motive, which implies the power that an individual possesses and thus drives the individual to take action. The teachers are aware that their main duty is to educate the students so that the students will have the equipment for dealing with the real-world competition. It is the awareness within the teachers that becomes the power and the enthusiasm for the teacher to devote their capacity in educating the students. One of the forms within such awareness is the provision of creative teaching to the students. This is the reason why Teacher Motivation has

significant contribution to the Learning Sets Management.

Then, the results of the study are also in accordance with the argument by Uno (2007), who states that Motivation has strong correlation to Work Behaviours and Work Achievement. Such correlation implies that the higher the level of motivation that an individual has the better the work achievement will be and vice versa. Specific to the study, the optimum teacher performance has been marked by the presence of good conduct on the teacher duty and the plenty amount of creative teachers, the teachers who still implement the learning sets management. Consequently, the manifestation of learning quality might be well-achieved (Macdonald, Mitchell, & Mayer, 2006).

In overall, the results of the study describe that the role or the performance and the motivation of a teacher becomes a very significant factor in manifesting the learning sets management. Teacher performance and motivation refer to the teacher capacity and success in carrying out the learning tasks, and one of these tasks is processing and implementing the learning sets management so that the teachers will be able to manifest and attain well-qualified achievement. Learning sets management is a process that a teacher implement to educate the students within a learning process with regards to the attainment and the processing of knowledge, skills and attitude (Dimiyati & Mudjiono, 2002). In this case, many aspects are related to the teachers namely how the teachers should have teaching objectives, how the teachers prepare the learning media, how the teachers operate the learning media, how the teacher select the teaching materials and how the teachers implement the appropriate learning strategies.

For the context of achievement motivation, the researchers would like to recommend that the teachers should develop the internal motivation first and complement the international motivation with the external motivation (Hariyanto et al., 2017). In the same time, the researchers have found several implications with regards to the influence of Teacher Performance and Teacher Motivation on Learning Sets Management namely: (1) Supervision Management has significant influence on teacher performance with the contribution 39.30%; (2) Teacher Motivation belongs to the "Very Good" category and has significant influence on Teacher Performance with the contribution 31.70%; (3) Organizational Climate has significant influence

on Teacher Performance with the contribution 40.10%; and (4) Supervision Management on School, Work Performance and Organizational Climate have simultaneously significant influence on Teacher Performance (Andari, 2015).

CONCLUSIONS

The results of the study show that the learning sets management of Sports and Health Education teachers in the vocational high schools throughout the Regency of Sleman falls into the "High" category. In the same time, the results of the study show that both the teacher performance and the teacher motivation of the vocational high schools throughout the Regency of Sleman fall into the "High" category. Furthermore, the Teacher Performance (X_1) and the Teacher Motivation (X_2) have simultaneously significant contribution to Learning Sets Management. The presence of significant influence of both the Teacher Performance and the Teacher Motivation on the Learning Sets Management has positive impacts on the teachers. The teachers who have high level of both performance and motivation will prepare or design the learning sets management well before conducting the teaching activities. Then, the learning sets that should be prepared consist of lesson plan, syllabus, effective week, semester program, annual program, assessment book and alike. These sets should be prepared so that the learning objectives that the teachers pursue might be achieved well and clearly.

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