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Readiness to become a physical education teacher: An analysis of the four teacher competencies

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ABSTRACT

Teacher competency standards are the main capital that must be possessed by teacher candidates. This study aims to find out the level of readiness to become a teacher at the Department of Physical Education, Universitas Islam Riau. The type of this research is quantitative research. The population in this study is the Department of Physical Education at Universitas Islam Riau, with a total population of 240 people. The sampling technique used is incidental sampling. Based on this technique, the number of samples used was 41. The instrument in this study is a questionnaire. The data analysis technique used is the percentage calculation technique. The findings indicated that the Department of Physical Education at Universitas Islam Riau was prepared to prepare students to become competent teachers by establishing teacher competency standards. It can be seen from the achievement of 84% in the range of 81%–100%, which is a very strong category. The study's limitation is the small number of respondents (only 41), which is clearly insufficient to describe the actual situation. It is recommended for further researchers to develop this research so that other parties can contribute to the development of research and science in the future.

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INTRODUCTION

Education is the main factor in the formation of the human person. Education plays a very important role in shaping the good or bad of the human person according to normative standards (Jeki et al., 2021). Learning is an intentional effort made by educators or teachers to convey knowledge by organizing and creating a learning environment system with various methods so that students can carry out learning activities more optimally (Kirom, 2017). The personal interactions between educators in teaching and students in learning have a large influence on the quality of the relationship between teachers and students in the learning process.

This relationship affects the willingness of students to involve themselves in this activity. So, if there is a positive relationship between teachers and students, students will try to really enter into this activity (Xu et al., 2020). This happens because, in addition to having an imitation instinct, students also have a sense of pleasure that they get from a positive relationship with their teacher.

Physical education is an inseparable part of the world of education that contributes to individual development through the medium of physical activity and natural human motion (Nugraha, 2015). In physical education (PE), the word "physical" has become part of the conversation among PE educators, and until now, it has also been part of athlete development (Lundvall, 2015). As a school subject, the ultimate goal of physical education (PE) is to help school-age children learn the science and methods of living healthy and being physically active (Shen, 2014). To create optimal learning, it is very important for students to have motivation for learning (Sun, 2016). Over the last few decades, a number of theories have been developed in an attempt to understand and explain motivational learning behaviors and processes. Among these theoretical models, one that has been successfully applied in PE is self-determination theory (Ryan & Deci, 2018).

The existence of the role and function of the teacher is one of the most important factors in the world of education. Teachers are the most important part in the teaching and learning process, both in formal, informal, and non-formal education, knowing and using ethical guidelines and prioritizing professionals (Brown et al., 2017). Therefore, in every effort to improve the quality of education, teachers cannot be separated from various things related to their existence (Daryanto, 2013). Teachers, parents, students, and administrators are important stakeholders in the movement to create an inclusive school atmosphere (Berney, 2008). Efforts to improve the quality of education cannot be carried out properly if it is not balanced with the establishment of standards for providing education, educational service standards, graduation standards, education personnel standards, and teacher competency standards. Teacher performance does not appear automatically, but it needs to be identified, facilitated, and developed and maintained to achieve school goals (Kusumaningrum et al., 2019).

Teacher professionalism in education remains a matter of discussion. One of the reasons, is its fluidity and responsiveness to internal and environmental pressures. For example, many argue that the work of educators has changed due to the efforts of new managerialism (Anderson, 2015), the New Public Management (Hood, 2017), and shifts toward performativity (Day & Gu, 2017) or neotaylorism (Trujillo, 2014). More sharply, Sachs (2016) argues that this trend creates conditions for a more conservative and risk-averse teaching profession, in which teachers are positioned as technicians and often feel diminished. In the current era of globalization, it is undeniable that teacher professionalism is a necessity that cannot be postponed anymore along with increasingly fierce competition. It takes people who are really experts in their fields, according to their abilities. This is done so that everyone can play a role optimally. While teacher professionalism remains a contested topic, scholars are increasingly recognizing that the field has entered a new professionalism where the parameters are defined by management and organization rather than those within the work (Torres & Weiner, 2018).

In preparing themselves, students generally must have the ability to teach based on the teacher competency standards that have been set for a teacher. At least, the skills in making lesson plans must be mastered by students as an illustration when teaching so as to create systematic structured learning which is one indicator of teaching skills (Wijarini & Ilma, 2017). Besides that, microteaching courses are courses that aim to improve students' abilities and skills in managing physical learning by applying certain teaching techniques (Berangka, 2018). After graduating from the microteaching course, students were sent directly to schools to do field practice. In practice, students are expected to be able to apply the knowledge that has been obtained from the lecture bench.

Furthermore, the researchers conducted a survey through questions and answers to the physical education students after graduating and getting an undergraduate degree where they would work. From some of the answers made by students, there are still many students whose souls have not been called to become educators. There are still many of them who aspire outside the world of education. In fact, they are educated and prepared to fill the energy needs in the world of education. Not even a few education graduates move to other institutions and do not become physical education teachers. One of the reasons is because the wages or salaries offered

are higher than being a teaching staff (honorary). The results of research Agustin et al. (2017) show that more alumni work in the non-educational field than in the education sector. The occurrence of things like this, maybe because students want to maximize their achievements. In addition, students also get high wages for their achievements. Physical education graduates who do not have achievements want to transfer to other institutions and prefer to register as members of the police force. This may be due to the fact that undergraduate graduates with a bachelor's degree can get a higher position than those who register for the police using a high school or vocational diploma. This is also supported by research results Kusnaeni and Martono (2016) which show the type of work the majority of respondents or 71.4% are teachers/lecturers, 12.7% work in other fields and 15.9% have not worked.

Previous researchers have studied readiness to become a physical education teacher. Such as physical education teacher readiness to use technology (Almusawi et al., 2021), physical education teacher readiness to use a remote system (Susanto et al., 2022), pre-service teacher readiness in teaching physical education (McMahon & Thompson, 2014), readiness to become adaptive physical education teacher (Bruno, 2020). However, the related literature discussing readiness to become a physical education teacher is still very limited to date, specifically discussing the four competencies in teachers (pedagogic, professional, personality, and social). The results of this study can be used as an indicator of readiness and input to related parties so that they always improve existing deficiencies so that the outer goals of physical education can be achieved, namely as professional educators.

Based on some of the problems above, it appears that there is a possibility that physical education students are not ready to become competent physical education teachers. Therefore, this research was conducted with the intention to find out in depth about the readiness of the Department of Health and Recreation Physical Education in preparing students to become competent Physical Education teachers before entering the real world of education so that it needs serious attention from various related parties. Therefore, researchers want to examine the level of readiness to become teachers for students based on four teacher competencies (pedagogic, professional, personality, and social).

METHOD

This research is a quantitative descriptive study (Arikunto, 2013), with the aim of describing the level of readiness to become teacher candidates for physical education students from the 2014 class at the Faculty of Teacher Training and Education, Universitas Islam Riau. The method that will be used by researchers is a survey method with data collection techniques using questionnaires. The population in this study were students of the Department of Physical Education of the Faculty of Teacher Training and Education, which consisted of 8 classes with a total of 240 students. This study uses descriptive statistics, namely the calculation of the percentage through steps using a formula by dividing the frequency by the number of samples, then multiplying by 100 percent. This is in accordance with the statement by Yusuf (2014), which describes the following formula:

$$P = f/n \times 100\%$$

Note:
P = Precentage
F = Frequency
N = Sample
100% = Fixed number

RESULTS AND DISCUSSION

This study aims to determine the readiness of prospective teachers, in this case students at Department of Physical Education Universitas Islam Riau. The results of the study can be used as an indicator of readiness and input to related parties to always correct existing deficiencies so that the external goals of physical education can be achieved, namely as a professional educator, where so far there has been no research discussing the readiness of prospective teachers in Department of Physical Education Universitas Islam Riau.

The number of statement items is 21 items which are divided into 4 indicators, namely: (i) Readiness of pedagogic competence, found readiness of prospective physical education teachers in the ability to understand students, design and implement learning, develop students, and evaluate student learning outcomes to actualize potential himself, (ii) Professional competence readiness, it was found that prospective teachers tend to use information technology to develop knowledge about learning material, (iii) Personal competence readiness, it was found that prospective teachers had readiness to give examples of religious questions to students. Teachers also respect the diversity of norms, religions, and cultures that exist in Indonesia so that they treat every student the same even though there are students who have different religious beliefs, and (iv) Readiness for social competence, it was found that prospective teachers could communicate well with other teachers at school. Not only can establish good communication with teachers, but also with students and even parents. The followings are some studies that are relevant to this research. The results of the study Rahmawati (2019) the readiness of students of the PJKR FIK UNY is in the good category. Meanwhile, according to research Fetura and Hastuti (2017) the results the readiness of students to become teachers is in the Enough category.

1. Readiness in Pedagogic Competence

Based on the table, statement number 1 is explained in detail including the strongly agree category of 12 respondents (28%), the agree category of 28 respondents (65%), the disagree category of 3 respondents (7%), and 0 respondents (0%) strongly disagree category. In statement number 2 there were 19 respondents (44%) in the strongly agree category, 24 respondents (56%) in the agree category, and 0 respondents (0%) in the disagree and strongly disagree categories. In statement number 3 the category strongly agrees with 12 respondents (28%), the category agrees with 30 respondents (70%), the category disagrees with 1 respondent (2%), and the category strongly disagrees with 0 respondents (0%) disagrees. In statement number 4 the category strongly agrees 20 respondents (47%), the category agrees 23 respondents (53%), and 0 respondents (0%) in the categories disagree and strongly disagree. In statement number 5, 18 respondents (42%) strongly agreed, 24 respondents (56%) agreed, 1 respondent (2%) disagreed, 0 respondents (0%) strongly disagreed.

Table 1. Result Readiness in Pedagogic Competence

No	Statement	Readiness in Pedagogic Competence							
		SS		S		TS		STS	
		F	%	F	%	F	%	F	%
1	I feel capable of compiling learning plans such as lesson plans, syllabus and assessment and evaluation of learning outcomes	12	28	28	65	3	7	0	0
2	I feel able to help students who have learning difficulties (slow learning)	19	44	24	56	0	0	0	0
3	I feel able to understand every character and trait possessed by students	12	28	30	70	1	2	0	0
4	I will help to develop creativity that each of my students has	20	47	23	53	0	0	0	0
5	I feel bridging and channeling talent as well as creativity of my students, assessment and evaluation learning process and results	18	42	24	56	1	2	0	0
	Total	81		129		5		0	

Pedagogic competence is the ability possessed by teachers in terms of managing students and optimizing the abilities of participants in order to develop their potential. Teachers should have the art of teaching so that students feel comfortable and can understand what they are going to learn (Safitri, 2020), besides that teachers must also be able to take advantage of existing technology to become good learning media in schools (Sujana et al., 2018). Basically, every student wants a teacher who is active and creative, so that students feel comfortable and happy when carrying out learning activities at school. Every student has the potential to carry out creative activities. Every student who has just entered the stage of the learning process is often followed by high curiosity so that the role of a teacher is required to increase student creativity.

The five indicators in Table 1 describe the readiness of prospective physical education teachers in the ability to understand students, to design and implement learning, to develop students, and to evaluate student learning outcomes to actualize their potential. From these 5 indicators, prospective teachers tend to understand the character and nature of children. This indicator is in line with the understanding of student development. Prospective physical education teachers in the learning process are very visible in developing student character, because in physical education material there are affective domains, speech, attitudes, and behavior of students. Besides that prospective physical education teachers are able to develop psychomotor aspects of students which are useful for daily activities day. In addition to teaching material, prospective physical education teachers also carry out a pedagogic approach that leads to the affective domain. Then prospective physical education teachers are inseparable from administrative obligations such as lesson plans which contain a series of designs that will be used as a reference as a learning process. However, prospective physical education teachers are still weak in designing learning designs, not only lesson plans, but also syllabus and even assessment instruments. This must be in line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Chaeruddin et al., 2022). Countries that have good quality education are countries that have professional teachers. The pedagogic competence of teachers is the key to improve human resources in the country so that if a country wants to improve the quality of its human resources, the way is to increase the pedagogic competence of teachers in that country (Vagi et al., 2019). Many countries have set standards for teachers so that the pedagogical competence of teachers when teaching can be guaranteed. Implementation of certification for teachers is mandatory so that the quality of teachers can be maintained in the world of practical education (Bourke et al., 2018).

2. Readiness in Professional Competence

In this indicator there are 5 statements. In statement number 1, 18 respondents (42%) were detailed in the strongly agree category, 24 respondents (56%) in the agree category, 1 respondent (2%) in the disagree category, and 0 respondents (0%) in the strongly disagree category. In statement number 2 the category strongly agrees with 20 respondents (47%), the category agrees with 22 respondents (51%), the category disagrees with 1 respondent (2%), and the category strongly disagrees with 0 respondents (0%) disagrees. In statement number 3, 14 respondents (33%) strongly agreed, 27 respondents (63%) agreed, 2 respondents (4%) disagreed, and 0 respondents (0%) strongly disagreed. In statement number 4 the category strongly agrees with 7 respondents (16%), the category agrees with 33 respondents (77%), the category disagrees with 3 respondents (7%), and the category strongly disagrees with 0 respondents (0%) disagrees. In statement number 5 the category strongly agrees with 30 respondents (70%), the category agrees with 13 respondents (30%), and the category disagrees with 0 respondents (0%) and strongly disagrees.

Table 2. Result Readiness in Professional Competence

No	Statement	Readiness in Professional Competence							
		SS		S		TS		STS	
		F	%	F	%	F	%	F	%
1	I will provide the opportunity to communicate scientifically freely and directed to each student regarding the learning material	18	42	24	56	1	2	0	0
2	I feel that I can actively and creatively involve students in the overall learning process	20	47	22	51	1	2	0	0
3	I feel able to master every material that I will teach to students	14	33	27	63	2	4	0	0
4	I feel I can master science and technology to help make it easier for me to deliver learning materials	7	16	33	77	3	7	0	0
5	I use information technology to help me enrich my knowledge of learning materials	30	70	13	30	0	0	0	0
	Total	**89**		**119**		**7**		**0**	

The professionalism of prospective physical education teachers is closely related to the physical education learning process, therefore prospective physical education teachers are required to be more professional. Professional competence is the ability of prospective teachers to master knowledge, technology broadly in accordance with the educational unit program that has been determined. It is also is a mandatory requirement that a Physical Education teacher must meet. This competency relates to abilities and expertise in the field (Abdul Aziz et al., 2022). On indicators of professional competency readiness, prospective teachers tend to use information technology to develop knowledge about learning materials. Moreover, in teaching physical education, the teacher must have the ability and expertise regarding physical education. Evidenced by the results of the respondent's value in statement number 5, 30 respondents (70%) in the strongly agree category. Utilization of technology is also used to convey learning material to students. During the learning process, as prospective teachers, provide opportunities for students to express opinions. Mastery of the material is also something that must be considered so that the learning process is delivered in accordance with the lesson plans implemented in class. Mastery of the material when teaching is very important. If the material to be conveyed to students is wrong, then students will continue to have wrong knowledge at the next level and students will have difficulty understanding the material at the next level (Sukmawati, 2019).

3. Readiness in Personality Competence

There are 6 statements in this indicator which can be broken down as follows, in statement number 1, the category strongly agrees as many as 29 respondents (67%), the category agrees as many as 14 respondents (33%), and 0 respondents (0%) in the category disagree, and the category totally disagree. In statement number 2, there were 24 respondents (56%) in the strongly agree category, 19 respondents (44%) in the agree category, and 0 respondents (0%) in the disagree category and the strongly disagree category. In statement number 3, the category strongly agrees with 22 respondents (51%), the category agrees with 20 respondents (47%), the category disagrees with 1 respondent (2%), and the category strongly disagrees with 0 respondents (0%). In statement number 4, there were 2 respondents (5%) in the strongly agree category, 10 respondents (23%) in the agree category, 15 respondents (35%) disagreed, and 16 respondents (37%) strongly disagreed. In statement number 5, there were 29 respondents (67%) in the strongly agree category, 14 respondents (33%) in the agree category, 0 respondents (0%) in the disagree and strongly disagree categories. In statement number 6, in the strongly agree category there were 1 respondent (2%), the category agreed 10 respondents (23%), the category disagreed 15 respondents (35%), and the category strongly disagreed 17 respondents (40%).

Table 3. Result Readiness in Personality Competence

No	Statement	Readiness in Personality Competence							
		SS		S		TS		STS	
		F	%	F	%	F	%	F	%
1	I feel I can set an example of being honest and devoted to God Almighty	29	67	14	33	0	0	0	0
2	I feel I can obey and carry out my obligations as a professional teacher	24	56	19	44	0	0	0	0
3	I feel able to show high morale	22	51	20	47	1	2	0	0
4	I feel unable to provide a good example for students	2	5	10	23	15	35	16	37
5	I feel able to appreciate the diversity of norms, religions, and cultures that exist in the Republic of Indonesia	29	67	14	33	0	0	0	0
6	I am not able to present myself as a person who is honest, has a noble character, and is an example for students, other fellow educators and the community.	1	2	10	23	15	35	17	40
	Total	107		87		31		33	

The personality competency indicators found the readiness of prospective physical education teachers to be role models in being honest and devoted to God Almighty, as evidenced by the number of respondents in point 1's statement, namely 29 respondents (67%) in the strongly agree category. Another thing that is considered as a teacher is the readiness of personality competencies. Being a professional teacher is not enough

just to be able to understand the subject matter in-depth but also to be accompanied by a good personality, this is because students do not only see the ability of the teacher in terms of knowledge but students will also imitate the values honesty and discipline that exist in their teachers (Jeki et al., 2022). Personal competence is very important for teachers to have because teachers are people their students will imitate. If the teacher does not have a good personality, then the teacher may take actions that are not good for students at school, such as hitting students and even committing acts of sexual abuse against their students (Jeki et al., 2022). Religious values are an important point in order to avoid these unnecessary things to happen and yet to be a good example for students. Likewise with Ki Hajar Dewantara's motto: Ing Ngarso Sung Tulodo, Ing Madyo Mangun karso, Tut Wuri Handayani (Bagus et al., 2021). The results of the questionnaire show that prospective teachers are ready to give examples of religious questions to students. Teachers also respect the diversity of norms, religions, and cultures that exist in Indonesia so that they treat every student the same even though there are students who have different religious beliefs. Positive statements can also be seen in the aspect of high morale. Prospective teachers believe that personality competency values are owned by prospective teachers. This is in accordance with the concept of personality competence, such as (a) teachers act according to religious, legal, social, and cultural norms of the Indonesian nation, (b) teachers present themselves as honest, noble, and exemplary individuals for students and the community, (c) the teacher presents himself as a stable, stable, mature, wise and authoritative person, (d) the teacher shows a work ethic, high responsibility, pride in being a teacher, and independence and confident, and (e) teachers respect the code of ethics of the teaching profession (Pujianto & Insantiyo, 2014).

4. Readiness in Social Competence

In this indicator there are 5 statements. In statement number 1, 16 respondents (37%) strongly agree, 27 respondents (63%) agree in the category, and 0 respondents (0%) disagree and strongly disagree. In statement number 2, there were 12 respondents (28%) in the strongly agree category, 18 respondents (44%) in the agree category, 7 respondents (16%) in the disagree category, and 5 respondents (12%) in the strongly disagree category. In statement number 3, the category strongly agrees with 20 respondents (47%), the category agrees with 23 respondents (53%), and 0 respondents (0%) in the categories disagree and strongly disagree. In statement number 4, the category strongly agrees with 19 respondents (44%), the category agrees with 23 respondents (53%), the category disagrees with 1 respondent (2%), and 0 respondents (0%) in the category strongly disagree. In statement number 5, the category strongly agrees with 21 respondents (49%), the category agrees with 19 respondents (44%), the category disagrees with 3 respondents (7%) and 0 respondents (0%) in the category strongly disagree.

Table 4. Result Readiness in Social Competence

| No | Statement | Readiness in Social Competence | | | | | | | |
| | | SS | | S | | TS | | STS | |
		F	%	F	%	F	%	F	%
1	I feel able to provide learning facilities fairly and equitably to students	16	37	27	63	0	0	0	0
2	I cannot give an objective assessment of my students regardless of ethnicity, race, religion, background of students	12	28	19	44	7	16	5	12
3	I feel that I can build good relationships with students, fellow educators, and parents and guardians of students	20	47	23	53	0	0	0	0
4	I feel able to use language that is easy to understand and polite to students, fellow students' students, and parents	19	44	23	53	1	2	0	0
5	I feel optimistic to quickly mingle and adjust to the school environment wherever I will be on duty	21	49	19	44	3	7	0	0
	Total	88		111		11		5	

Julita and Dafit (2021) describe social competence as an ability that must be possessed by teachers because with good social competence, they have the social climate in schools will improve. Social competence of teachers will also support the achievement of learning objectives in the classroom. Social competence is the

ability to communicate to students, fellow teachers, and to the surrounding community (Mustofa, 2020). The relationship between the readiness of prospective physical education teachers to social competence in order to be able to communicate and interact effectively and efficiently with students, fellow teachers, even guardians and the surrounding community. Teacher readiness competence in social aspects must be possessed by prospective teachers (Hermawan et al., 2020). Evidenced by the results of social competency readiness in Table 4 at point statement number 5, the number of respondents 21 (49%) in the strongly agree category. A prospective physical education teacher is able to blend in and adjust to the school environment and its surroundings. Because the teacher maintains more authority as a teacher thereby reducing interaction with students (Saputro, 2018). The social competence of teachers greatly influences the behavior of students at school, they will be happy and open with the good approach taken by their teachers, but it is otherwise if the teacher is not smart then they will be closed and difficult to express their opinion (Fa'iz Fauziah & Suwandi, 2021). After presenting the research data per indicator, the next step is to find the overall average score to determine the level of readiness of the Department of Physical Education Universitas Islam Riau to become competent teachers with teacher competency standards that students must possess.

Table 5. The Level of Readiness

No	Answering	Number of answers	Total Score	Relative Frequency	Achievement
1	Very happy	358	1432	49.19%	
2	Happy	434	1302	44.73%	
3	Not happy	66	132	4.53%	80,59%
4	Very unhappy	45	45	1.55%	
	Total	**903**	**2911**	**100%**	

Once calculated, the overall achievement is 80.59%. Based on the criteria for determining the achievement score, it is in the range of values between 81% - 100% with a very strong category. That is the level of readiness of students of the Department of Physical Education Universitas Islam Riau to become competent teachers with teacher competency standards that students must have very well prepared. The area of education is a conscious and planned effort carried out with full responsibility by adults to children so as to create a learning atmosphere and learning process in order to develop self-potential in achieving maturity that is useful for themselves, society, nation and state. Thus, education can be interpreted as a system that has the task of producing a good generation, humans who are more cultured, humans as individuals who have better personalities. Education in Indonesia is now growing, although there are some people who say that education in Indonesia has fallen. In essence, it is not the worst educational outcome, but the standard of education that always increases every year. When compared to developed countries, education in Indonesia is still relatively low, but when compared to other developing countries, the quality of education in Indonesia deserves to be categorized as good (Lengkana & Sofa, 2017).

Physical education is an educational process through providing learning experiences to students in the form of physical activity, play, and exercises that are systematically planned to stimulate growth and physical development, motor skills, thinking, emotional, social and moral. In physical education contains many character values such as, honesty, courage, hard work, self-control, responsibility, cooperation, justice, and wisdom, appreciate the opponent and so on that can integrated in movement activities and in various game form. Character education can be formed wrong the other is through physical education and sports (gymnastics), through motor activities carried out regularly constantly, so that it becomes a habit (Dhedhy, 2016). Teachers are educators who are responsible for educating, teaching, guiding, training, evaluating, and evaluating students to reach maturity as the ultimate goal of the educational process. Therefore, a physical education teacher must be really ready and understand the goals of education so that the teacher will be able to determine the right steps to achieve guaranteed educational goals. his research is supported by several relevant studies that have previously been studied by (Hastuti et al., 2020) regarding the readiness of students who will carry out teaching practices well. Furthermore, Roisah and Margunani (2018) found that the interest in becoming a teacher simultaneously, subject mastery and practical field experience, which influence

students' readiness to become teachers. Meanwhile, Hidayah (2018) conveyed in his findings that in learning planning, students are ready because they have made a learning syllabus and completed a learning implementation plan (RPP).

Similar studies have been reviewed by several researchers from other countries, such as Russia and Kazakhstan. However, the results of previous studies certainly have differences with this study. A previous study as written by Catellani et al. (2018) the results show that a system of developing teachers' psychological readiness for inclusive education was developed, based on the experience of positive pedagogical practices of P.E. teachers in Russia and France. This system includes several stages, namely a) solving problematic situational problems from P.E. teachers work with children with disabilities; b) conduct reflexive sessions, during which teachers get acquainted with a special child psychology and identify themselves with it; the formation of stress resistance in teachers, prevention of professional burnout. The experimental phase of the study shows that the adoption of such a system contributes positively to changes in the indicators of teacher psychological readiness for the implementation of inclusive education. This system is recommended for use in wide practice.

Next, a similar study was also conducted by (Botagariev, 2021). The results of the study can be used in determining the level of professional readiness, developing ways to improve it and assessing its effectiveness in the world of physical education specialist training practice. In contrast to the two studies, this study examines the personality of prospective teachers from several aspects, including; (i) Readiness in pedagogic competence, (ii) Readiness in professional competence, (iii) Readiness in personality competence, and (iv) Readiness in social competence. This research is not only limited from the psychological aspect as carried out by (Catellani et al., 2018), and the professional aspect as carried out by (Botagariev, 2021). In this study, four indicators are used as the basis for the readiness of students or prospective physical education teachers. A professional teacher is not only has good intelligence, but also emotional social intelligence. Thus, four aspects of this study are important to discuss.

The limitations of this study are the limited number of prospective teacher respondents. The percentage does not represent all recreation health physical education students at the Islamic University of Riau who have completed teaching programs in schools. It is recommended for further researchers to develop this research so that other parties can contribute to the development of research and science in the future.

Based on the related research above, it is explained that the level of readiness of students in the field of education is in the good category (Hidayah, 2018; Roisah & Margunani, 2018). Meanwhile, in further research, the readiness of students to do PPL is included in the good category (Hastuti et al., 2020). If it is related to the relevant research above with the research that the researcher has done, education students should be ready to become a teacher whether it is physical education, economic education or religious education is the basic foundation for students to join the world of education.

Teacher competency standards aim to get teacher quality assurance in improving the quality of the learning process. With the teacher competency standards, the learning objectives can be easily applied and as expected (Sukmawati, 2019). The four competency standards must be possessed by a teacher who are obtained through professional education. The four competency standards are: pedagogic, professional, personality, and social.

CONCLUSION

The conclusion that can be drawn from this research is that the readiness of students in Department of Physical Education Universitas Islam Riau to become competent teachers with the teacher competency standards that students must have is ready. This can be seen from the achievement results of 80.59% in the range of 81-100% very strong category. This research is useful for evaluating students' readiness to become a teacher and as a reference for standardizing professional teacher profiles. Some of the limitations of this study include: the number of respondents, which is only 41 people, is certainly not sufficient to describe the actual situation. In the process of data collection, the information provided by respondents through questionnaires sometimes does not show the actual opinion of the respondent. This happens because sometimes there are differences in thoughts, assumptions and different understandings of each respondent, as well as other factors such as honesty in filling out respondents' opinions in the questionnaire. Every research certainly has its

drawbacks due to limited time, location, informants, and other factors. [1] It is recommended for further researchers to develop this research so that other parties can contribute to the development of research and science in the future.

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