

Senior High School Students Perception Of Physical Education Teachers

by Bambang Priyono

Submission date: 27-Jun-2023 07:58AM (UTC+0700)

Submission ID: 2123197061

File name: 2._Senior_high_school_students_perception_of_physical.pdf (864.98K)

Word count: 6197

Character count: 36844



Senior high school students' perception of physical education teachers

Bambang Priyono^{1*}, Fatkhur Rozi², Endang Sri Hanani¹

¹Universitas Negeri Semarang, Indonesia

²Universitas Islam Negeri Salatiga, Indonesia

*Corresponding Author: bambangpriyono@mail.unnes.ac.id

ABSTRACT

The objective of this research is to examine the perception of senior high school students in Indonesian in interpreting physical education teachers. This research used a mixed method and descriptive analysis. Qualitative data were collected from questionnaire by completing the statement "my physical education teacher...?". Quantitative data were produced from the total amount of most frequently used words. The total respondents were 237 Indonesian students who were chosen randomly based on their willingness to fill in the questionnaire prepared and participants were then determined using a purposive sampling technique. The data were analyzed under the noticing, collecting, and thinking about interesting things phases. The results show the frequently used words were: 'kind', 'cool', 'cheerful', 'friendly', and 'firm'. The other results show some words with negative meaning, including: 'infrequently present', 'annoying', 'difficult', and 'fierce'. The term 'ex-' shows non-professional competence. This research finds that the Physical Education teachers were kind, friendly, and patient, delivering lesson passionately and with fun and showed discipline, showing that the Physical Education teachers were reflected as the need for teacher's competence. However, the negative words appearing limitedly in the questionnaire still require more attention.

Keywords: physical education teachers, senior high school, students' perception

Article history

Received:
4 October 2022

Revised:
3 November 2022

Accepted:
3 January 2023

Published:
11 May 2023

Citation (APA Style): Priyono, B., Rozi, F., & Hanani, E. S. (2023). Senior high school students' perception of physical education teachers. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 42(2), 339-350. DOI: <https://doi.org/10.21831/cp.v42i2.57997>

INTRODUCTION

Success in educational process is influenced by knowledge, educational system, and teacher's teaching style (Fernandez & Espada, 2021), class management (Bekir, Volkan, & Hasan, 2022), student's learning motivation (Iuliia, Ivanna, Vadym, Petro, & Natalia, 2022), and teacher's teaching motivation (Su, Pu, Yadav, & Subramnaiyan, 2022) factors. Physical education (Penjas) is part of education that makes use of sports (Ward, Dervent, Iserbyt, & Tsuda, 2022), physical activities (Zhan, Clark, Bao, Duncan, Hong, & Chen, 2021), and game (Xu, Zhai, Guo, Lv, Li, Wang, & Zhou, 2019) as an integral part to achieve a predetermined objective of education. Physical education has great potential to develop student's physical aspects at various levels, including: early childhood education institution (Chou, ying Hu, Winsler, Wu, Greenburg, & Kong, 2022; Telford, Olive, & Telford, 2022), elementary school (Greve, Thumel, Jastrow, Krieger, Schwedler, & Süßenbach, 2022; Kaji & Ono, 2021), junior high school (Tarantino, Makopoulou, & Neville, 2022), senior high school (Aynur, 2019; Caldeborg, 2022), and college (Williams, Greene, Neuberger, & Satinsky, 2018).

Physical education is implemented successfully when it is supported with a good curriculum system and appropriate design (Cao, Xiang, Chen, & Lei, 2022; Liu & Wang, 2022), adequate facilities and infrastructures (Cao et al., 2022), student's quality and fighting spirit (Videm, Hoff, & Liff, 2022), and most importantly physical education teacher's competence (Granell, Llopis, Marc, Raga, & Maher, 2021; Manca & Delfino, 2021; Morano, Robazza,

Bortoli, Rutigliano, Ruiz, & Campanozzi, 2020; Soini, Watt, & Sääkslahti, 2021). In fact, however, there are still many problems that physical education is not taught professionally by teacher with non-corresponding scientific discipline, but by class teacher instead. This mainly occurs in elementary schools (Morgan & Hansen, 2013) in some countries, such as Italy (Pesce, Faigenbaum, Crova, Marchetti, & Bellucci, 2012).

At senior high school level in Indonesia, the position of physical education physical education has mostly been filled in by teachers as per their scientific discipline. This is reflected in the author's simple observation of the surroundings that 80-90 percent of senior high schools, both state and private, have physical education teachers. However, this does not guarantee that their physical education is implemented optimally.

This research is about senior high school students' perception of their physical education teachers. Previous research uses metaphorical analysis aiming to examine high school students' perception of physical education teachers' in Turkey (Sözen & Nur, 2019). The research's results show that physical education teachers are associated with athletic and physical strength, and are even associated with individuals who are kind, happy to help and role model. On the other hand, this research is focused on qualitative data produced from students' perception in describing their Physical Education teachers.

Previous research focuses on students' perception of physical education teachers in teaching finds that students have mixed positive and negative perceptions of physical education (Murfay, Beighle, Erwin, & Aiello, 2022). The students were aware that physical education activities and teacher's actions influenced their interpretation of their physical activity experience in physical education. The students reported that this perception might influence their future in physical activities. Based on this research result, physical education may potentially give students positive experience with physical activities which may encourage individual competence compared to social comparison with teacher's teaching ability.

The latest study was also found in Indonesia (Nugraha, Suharjana, & Lumintuarso, 2022) with the same approach but slightly different findings. It focused more on the perception of elementary school students and teachers of physical education in Indonesia. This study broadens previous study's findings by (Murfay et al., 2022; Sözen & Nur, 2019). The latest finding states that most students agreed that they liked sports or physical activities, and some other liked game based physical activities. The other finding states that most teachers showed good perception of multilateral movements, but they were restricted by their low capacity to create an interesting learning experience and to manage students in learning process.

What differentiates the author's study and other studies is high school students' perception in Indonesia of physical education teachers using analysis under noticing, collecting, and thinking about interesting things phases. Senior high school students' perception of physical education teachers in Indonesia produced qualitative data of which important data interpretation was thought of (*noticing*), the data were recorded for interesting findings (*collecting*) out of the frequently used data by quantitative percentage, and were associated with scientific theories or studies as a novelty (*thinking about interesting things*). This staged analysis choice is deemed correct since it can give the opportunity to tell about the unknown through what is known and make a phenomenon from the analogy of a phenomenon, and be used to view a phenomenon as another phenomenon (Toptaş & Gözel, 2018; Yılmaz, Esenturk, Demir, & Ilhan, 2017). The concerned phenomenon is about how Indonesian senior high school students perceive their physical education teachers. This is very important, especially in Indonesia where the *Kurikulum Merdeka* is currently being developed. In addition, this perception is also important for indirectly analyzing teacher's teaching competence. Indonesian teachers' competence is expressed in Government Regulation No. 74 of 2008, in which teachers must have 4 competences; professionalism, pedagogy, personality, and social.

Senior high school is a level of education for adolescents in Indonesia (Irawan, Belgiawan, & Joewono, 2022; Muarifah, Mashar, Hashimah, Hashim, Rofiah, & Oktaviani, 2022). Therefore, they have had some levels of education and naturally had various activities of physical education pursuant to their level. They are certainly prepared when asked to perceive their experience (Encarna, Rodrigo-pedrosa, San-mill, Saz-roy, & Negre-loscertales, 2022) with regard to

description of physical education teacher. The description can be made with perception in words as per metaphorical concept. Metaphor is defined as a concept of using acceptable words to analyze something. Metaphor can be used to analogize a phenomenon. This research used qualitative data produced out of each word. The words are a set which describes physical education teachers at senior high school currently. This description can be used for evaluation in physical education learning process in Indonesia today. Qualitative data were chosen as per need to find and explore phenomena in the community in perceiving physical education teacher. The concerned community is Indonesian senior high school students. The objective of this research is to examine high school students' perception of their physical education teacher.

METHOD

The research was conducted using a mixed method. This used qualitative data from participants' answers in the form of words that were calculated by percentage of the frequently used data (quantitative process), which is this research's typical characteristics. The words data arose naturally out of participants' experience who voluntarily delivered their perception of their physical education teacher. In its implementation, the participants were asked to keep anonymity for the data to be based on fact from their experience. Later, the frequency of words was presented for keywords, and later be interpreted pursuant to interesting things that could be matched with a scientific theory or concept.

The participants were senior high school students in Indonesia from many regions who were selected using a purposive sampling method. Purposive sampling is a technique for compatibility between the concerned samples and research objective, enhancing research accuracy and data and result reliability (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters, & Walker, 2020). The criteria applied were participant with age range at senior high school level, actively going to school, and within Indonesia territory. The participants voluntarily accessed the questionnaire made available openly (open access). There were 241 participants, comprised of 164 female students and 77 male students. The participants chosen ranged from 14-17 years old pursuant to senior high school level. There were 4 data of participants that did not comply with the criteria that they were 21, 23, 26 years old, and one participant did not write his/her name, comprised of 3 female and 1 male students. Therefore, 237 students' data were used in this research, comprised of 161 female students and 76 male students.

In qualitative process, the data collected were qualitative data produced from questionnaire. The data was generated from the participants' answers in completing the statement "my physical education teacher..." openly in the questionnaire. The results were in the form of words as per participant's perception. In quantitative process, the frequently used words were counted and keywords were concluded for qualitative data interpretation. The validity of the data in this study was carried out by applying source triangulation.

Descriptive analysis was used in three phases. Analyzing data in qualitative research can be done simply by noticing, collecting, and thinking interesting things (Hastie & Glotova, 2012). The first phase was 'noticing' phase, where the researcher collected important data out of participant's response for data processing. Later, in the 'collecting' phase, the researcher collected the data by counting the total number of frequently used words for keywords. The last phase was 'thinking about interesting things' used to describe the research data results descriptively with regard to senior high school students' perception of their physical education teacher. This would then result in interesting finding for interpretation of the data.

FINDING AND DISCUSSION

Finding

The participants perceived their physical education teacher by forwarding the statement "my physical education teachers...". The data collected were categorized into two, positive and negative statements. For more detail, see table 1 and table 2. The data show different percentage of positive and negative categories by participants' gender and age. From the two tables, higher

and lower percentages between the positive and negative categories were presented. The results of analysis on students' perception data by sex and age are presented in Table 1 and 2 below.

Table 1. Participants' perception of PET by gender

Metaphor Category	Gender			
	Boy		Girl	
	n	%	n	%
Positive	53	69.7	142	88.2
Negative	2	2.6	4	2.5
Unidentified	21	27.7	15	9.3
Total	76	100	161	100

Table 2. Participants' perceptions of PET by age

Metaphor Category	Age							
	14		15		16		17	
	n	%	n	%	n	%	n	%
Positive	6	100	85	85.9	80	76.9	24	85.7
Negative	-	-	2	2	3	2.9	1	3.6
Unidentified	-	-	12	12.1	21	20.2	3	10.7
Total	6	100	99	100	104	100	28	100

According to Table 1 and Table 2, there are unidentified data since the participants did not fill in the questionnaire completely or the data submitted were still biased, thus the researcher was unable to gain any meaning from each word conveyed. Out of the 237 data, 36 data (15.2%) were unidentified. At the end, 84.8% data could be categorized well.

Some keywords were acquired from the data, from each word made by the participants in response to the questionnaire as presented in figure 1 (see the Appendices). There were more positive words than negative ones. They frequently used keywords were kind, passionate, cheerful, fun, firm, and friendly. Although there were still more positive words, but they did not appear more than thrice, thus they are not presented in the figure, but still defined in the metaphor analysis (table 3, see the Appendices). Meanwhile, the negative words appearing include fierce, frowning, bitchy, boring, and truant.

Table 3 presents the results of the concept of metaphor analysis using the keywords appearing in the questionnaire, which were used to perceive the meaning for PET (Physical Education Teacher) with TC (teacher competencies). Based on the analysis results, the data produced definition of PET with one keyword, resulting in 15 definitions and over one keyword, resulting in 10 definitions. From the keywords, associated with teacher's competence, the whole competence will be produced.

Discussion

The highest score of senior high school students' perception was the perception defined as "a kind individual" when the keywords were used for the explanation. Moreover, with the use of more than one keyword, the physical education teachers were defined as kind and friendly. This describes that the students' perception was the reflection of teacher's personality competence in physical education learning education. In general, the words arising from the students' answers perceived that the teachers' personality competence created an experience imprinted in the students with perception as kind, friendly and patient. This is different from previous research that generated averagely adequate for sub-component "respect for human dignity and justice" at secondary school level (Demir, 2015). Meanwhile, other research explained frequently used words in metaphor analysis related to teachers' personality competence as friendly, fatherly, and polite (Kaya, Kara, & Hoşver, 2021). This teacher's personality competence cannot be underestimated since it significantly influences students' learning outcome and achievement (Clinton, Aston, & Dawson, 2023), and learning motivation (Boström & Bostedt, 2020). Other research stated that physical education teachers in a training were calm compared to non-physical

education training participants (Borbely & Olah, 2021). Each physical education teacher's personality authentically influences success in physical education (Schnitzius, Kirch, Mess, & Spengler, 2019). Although physical education teachers' personality clearly influences physical education learning process and outcome, this research could not assure its influence, since this research only viewed students' perspective of PET and the words used coincidentally represented the components of physical education teachers' personality competences.

Physical education is an experience with fun, passion and cheerfulness. This is as described in this research, referring to the understanding of figure 1 and table 3, the three words (fun, passionate, cheerful) repeatedly appeared in the metaphor analysis from the participants' response. This is related to physical education teachers' pedagogic competence. Initiative learning is needed in Physical education (Kirsten, Clive, & Darren, 2021), where teachers try to give Physical education practice which may motivate students, so that they will try more deeply at home (Townsend & McNamara, 2021). Physical education teacher's continuously developing competence influences students' affective aspect as the learning outcome (Sum, Wallhead, Wang, Choi, Li, & Liu, 2022). Teachers need to have pedagogic competence to understand and lead students to learn better and appropriately, and help actualize their potential (Estevan, Bowe, Menescardi, & Barnett, 2023). Therefore, advanced pedagogic competence is needed for physical education teachers to implement fun and cheerful learning for students. According to the research data, only one respondent gave negative statement "boring," slightly different from the other participants. It is also assumed that PE is the key subject to reach a complete human level, thus it is very important to use students' interaction and observe their expression during learning (Hortigüela-Alcala, Chiva-Bartoll, & Hernando-Garijo, 2022).

Developing physical education teachers' professional competence is important in support of learning quality at school. Teachers' professional competence influences their value, behavior, communication, goal and practice at school (Selvi, 2010). This competence can be prepared through pre-service teacher education or teacher trainings (Toom, Pyhälto, Pietarinen, & Soini, 2021). Professional competence is a combination of mastery of knowledge and skills needed pursuant to field of profession (Yanova, Yanov, Kravchenko, & Vetrova, 2021). Relational and psychological aspects play a determining role in developing physical education teacher's professionalism (Eirin-Nemiña, Sanmiguel-Rodríguez, & Rodríguez-Rodríguez, 2022). Continuing professional development (CPD) in Europe can be used to measure physical education teacher's professional competence (Tannehill, Demirhan, Čaplová, & Avsar, 2021). Physical education teacher's professionalism yang can improve the quality of adolescent's education and development (Muszkiet, Napierała, Cieślicka, Zukow, Kozina, Iermakov, & Gómy, 2019). Previous studies indicated that relationship between teacher qualification student attitude to PE class occurred significantly (Sucuoglu & Atamturk, 2020). On the one hand, professional competence development is important, but on the other hand, professionalism is influenced by intrinsic motivation (Asún, Chivite, & Romero, 2020).

Teachers should have the following characteristics; continuously learning, competent, willing, discipline, and totality. The competence that plays a role in its improvement is professional competence (Ilanlou & Zand, 2011). Discipline, order, and firm are of the frequently used words in this research (see table 3). Professional competence for Physical Education teachers' attitude building is prepared from the time their pre-service (Aktop & Beyazgül, 2014). Physical Education teachers' physical literacy and self-efficacy are an important part for effective learning which may encourage students' physical literacy and physical activity involvement (Sum et al., 2022). It is highly recommended to give Physical Education teachers and new Physical Education teachers time for professional competence development, so that Physical Education teachers will have the opportunity to develop their professional competence activities in a shorter time compared to other subject teachers (Cardina & DeNysschen, 2018). Discipline, social objective, and autonomy are needed by physical education teachers to be competent (Alcalá, Río, Calvo, & Pueyo, 2018).

Participant 2's (P2) statement "my current physical education teacher is annoying, infrequently present, no will to teach, too busy, as he came, we were only commanded to run" indicates indiscipline. Although this sentence can be personal perception and cannot be

generalized for all physical education teachers' professional competence, but it still needs to be noted. This can be caused by ineffective communication and teacher's teaching skill. If not implemented effectively, these two things will influence physical education teachers' professionalism (Widyarningsih, Asmawi, & Tangkudung, 2020). Physical education teachers can ensure these will not occur with them. Training is one of the ways to develop and maintain professional competence in learning process (Zimmer & Matthews, 2022).

Besides teaching competency, professionalism and good personality, physical education teachers should also be capable of communicating and interacting well with social environment (peers, students, school environment, and community). A psychological course can be used to improve physical education pre-service teachers' social competence (Kuk, Czechowski, & Femiak, 2015). This research's data show that the students' perceptions were "loving and respecting women". These are of the most important things that physical education teachers need to do, loving their environment. "Respecting women" is a perception that physical education teachers' social competence level is respecting gender equality. This is some participants' perception that may require further research. Moreover, negative responses "frowning" and "bitchy" (see table 3) were found. Previously, it was explained that besides being moderate, peaceful, and easy going, the physical education teachers were non-moody, disciplined and orderly, optimistic, and loving to interact and collaborating with others (Chia, Huang, Wu, & Wu, 2022). However, the research was conducted on quite a small number of and non-actual samples. Until recently, it is difficult to find latest research that reviews physical education teachers' social competence in Indonesia.

CONCLUSION

According to the senior high school students' perception of their physical education teachers, the physical education teachers were kind, friendly, and patient in teaching, delivering lesson passionately, excitingly and with fun, and keeping firm discipline and order strictly. The students' perception reflects physical education teachers' pedagogic, professional, personal, and social competences. However, we cannot conclude that the physical education teachers' competences are already good, but this is only a description of students' perception which may still be influenced by subjectivity. It is still necessary to pay attention to negative words arising from the students' experience that indicate non-achieved competence (despite only a few).

REFERENCES

- Aktop, A., & Beyazgül, G. (2014). Pre-service physical education teacher's attitudes towards teaching professionals. *Procedia - Social and Behavioral Sciences*, 116, 3194-3197. <https://doi.org/10.1016/j.sbspro.2014.01.733>.
- Alcalá, D., H., Ríó, J., F., Calvo, G., G., & Pueyo, A., P. (2018). Comparing effects of a TPRS training program on prospective physical education teachers' social goals, discipline and autonomy strategies in Spain, Chile and Costa Rica. *Physical Education and Sport Pedagogy*, 24(3), 220-232. <https://doi.org/10.1080/17408989.2018.1561837>.
- Asún, S., Chivite, M. T., & Romero, M. R. (2020). Perceptions of professional competences in physical education teacher education (PETE). *Sustainability (Switzerland)*, 12(9). <https://doi.org/10.3390/su12093812>.
- Aynur, Y. (2019). Physical education and sports lesson from science high school students' perspective: mixed research approach. *Journal of Education and Training Studies*, 7(4), 96-110. <https://doi.org/https://doi.org/10.11114/jets.v7i4.4030>.
- Bekir, Ç., Volkan, S., & Hasan, G. (2022). Investigating the relationship between physical education teachers' perceptions, technological knowledge and classroom management profiles. *Education Quarterly Reviews*, 5(2), 407-424. <https://doi.org/10.31014/aior.1993.05.02.501>.
- Borbely, S., & Olah, D. (2021). Examination of personality dimensions determining the career motivation of trainee teachers. *Studia Universitatis Babeş-Bolyai Educatio Artis Gymnasticae*, 66(4), 17-34. [https://dx.doi.org/10.24193/subbeag.66\(4\).30](https://dx.doi.org/10.24193/subbeag.66(4).30).

- Boström, L., & Bostedt, G. (2020). What about study motivation? Students' and teachers' perspectives on what affects study motivation. *International Journal of Learning, Teaching and Educational Research*, 19(8). <https://doi.org/10.26803/IJLTER.19.8.3>.
- Caldeborg, A. (2022). Physical contact in physical education—immigrant students' perspectives. *Sport, Education and Society*, 27(1), 72–84. <https://doi.org/10.1080/13573322.2020.1816539>.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>.
- Cao, F., Xiang, M., Chen, K., & Lei, M. (2022). Intelligent physical education teaching tracking system based on multimedia data analysis and artificial intelligence. *Mobile Information Systems*, 2022. <https://doi.org/https://doi.org/10.1155/2022/7666615>.
- Cardina, C., & DeNysschen, C. (2018). Professional Development Activities and Support Among Physical Education Teachers in the United States. *The Physical Educator* 75(1), 138-157. <https://doi.org/10.18666/TPE-2018-V75-I1-7716>.
- Chia, F., Huang, W., Wu, L., & Wu, C. (2022). A discriminant analysis of personality traits and cluster types of physical education teachers. *SAGE*, 1-11. <https://doi.org/10.1177/21582440221121591>.
- Chou, Y., Ying Hu, B., Winsler, A., Wu, H., Greenburg, J., & Kong, Z. (2022). Chinese preschool children's physical fitness, motor competence, executive functioning, and receptive language, math, and science performance in kindergarten. *Children and Youth Services Review*, 136. <https://doi.org/10.1016/j.chilyouth.2022.106397>.
- Clinton, J., Aston, R., & Dawson, G. (2023). Teaching is influenced by the teacher. *International Encyclopedia of Education (Fourth Edition)*, 287-303. <https://doi.org/10.1016/B978-0-12-818630-5.04010-0>.
- Demir, E. (2015). Evaluation of professional personality competence of physical education teachers working in secondary schools by students. *Journal of Education and Training Studies*, 4(2). <https://doi.org/10.11114/jets.v4i2.1116>.
- Eirín-Nemiña, R., Sanmiguel-Rodríguez, A., & Rodríguez-Rodríguez, J. (2022). Professional satisfaction of physical education teachers. *Sport, Education and Society*, 27(1). <https://doi.org/10.1080/13573322.2020.1816540>.
- Encarna, G., Rodrigo-pedrosa, O., San-mill, M., Saz-roy, M. A., & Negre-Ioscortales, A. (2022). The perceptions of children and adolescents with cancer regarding nurses' communication behaviors during needle procedures. *International Journal of Environmental Research and Public Health*, 19(15), 9372. <https://doi.org/https://doi.org/10.3390/ijerph19159372>.
- Estevan, I., Bowe, S., J., Menescardi, C., & Barnett, L., M. (2023). Self and proxy (parents and teachers') reports of child motor competence: a three-year longitudinal study. *Psychology of Sport and Exercise*, 64. <https://doi.org/10.1016/j.psychsport.2022.102331>.
- Fernandez, M., & Espada, M. (2021). Knowledge, education and use of teaching styles in physical education. *International Journal of Instruction*, 14(1), 379–394. <https://doi.org/https://doi.org/10.29333/iji.2021.14122a>.
- Granell, J. C., Llopis, R., Marc, G., Raga, G., & Maher, A. (2021). Percepción de competencia para la atención de alumnos con necesidades educativas especiales en educación física : la voz de estudiantes universitarios de españa y reino unido perceived competence to teach students with special educational needs in physic. *Retos*, 39, 372–378. <https://doi.org/10.47197/retos.v0i39.79498>.
- Greve, S., Thumel, M., Jastrow, F., Krieger, C., Schwedler, A., & Süßenbach, J. (2022). The use of digital media in primary school PE—student perspectives on product-oriented ways of lesson staging. *Physical Education and Sport Pedagogy*, 27(1), 43–58. <https://doi.org/10.1080/17408989.2020.1849597>.
- Hastie, P., & Glotova, O. (2012). Analysing Qualitative Data. Dalam K. Armour & D. Macdonald (Ed.), *Research Methods in Physical Education and Youth Sport* (pp. 309–320). Routledge.
- Hortigüela-Alcala, D., Chiva-Bartoll, O., & Hernando-Garijo, A. (2022). “I feel lonely, I don't understand you when you talk, and I find it hard to breathe”. Analysis of the emotional tensions of physical education students in the Spanish setting of COVID-19. *Teaching and Teacher Education*, 112. <https://doi.org/10.1016/j.tate.2022.103657>.

- Ilanlou, M., & Zand, M. (2011). Professional competencies of teachers and the qualitative evaluation. *Procedia-social and behavioral sciences*, 29, 1143-1150. <https://doi.org/10.1016/j.sbspro.2011.11.348>.
- Irawan, M. Z., Belgiawan, P. F., & Joewono, T. B. (2022). Investigating the effects of individual attitudes and social norms on students' intention to use motorcycles – an integrated choice and latent variable model. *Travel Behaviour and Society*, 28(July), 9–10. <https://doi.org/https://doi.org/10.1016/j.tbs.2022.02.009>.
- Iuliia, P., Ivanna, B., Vady, S., Petro, P., & Natalia, N. (2022). Adaptation of the academic motivation scale for future professionals in physical education and sports. *Cypriot Journal of Educational Sciences*, 17(4), 1009–1023. <https://doi.org/https://doi.org/10.18844/cjes.v17i4.7117>.
- Kaji, M., & Ono, Y. (2021). Study on successful experiences of elementary school students in physical education classes in Japan. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1997248>.
- Kaya, H. B., Kara, Ö., & Hoşver, P. U. (2021). Journey from the past to the future in raising the ideal physical education teacher: a metaphor study. *Journal of Education and Learning*, 10(5), 133–151. <http://dx.doi.org/10.5539/jel.v10n5p133>.
- Kirsten, P., Clive, P., & Darren, P. (2021). Grappling with Complex Ideas: Physical Education, Physical Literacy, Physical Activity, Sport and Play in One Professional Learning Initiative. *Curriculum Journal*, 32(1), 103-117. <https://doi.org/10.1002/curj.82>.
- Kuk, A., Czechowski, M., & Femiak, J. (2015). Social competence and emotional intelligence of future pe teachers and their participation in psychological workshops. *Human Movement*, 16(3). <https://doi.org/10.1515/humo-2015-0042>.
- Liu, S., & Wang, G. (2022). Exploration of sports participation and curriculum resource utilization in primary schools before and after the “double reduction”. *Frontiers in Psychology*, 13(July), 1–14. <https://doi.org/10.3389/fpsyg.2022.898675>.
- Manca, S., & Delfino, M. (2021). Adapting educational practices in emergency remote education: continuity and change from a student perspective. *British Journal of Educational Technology*, 52(4), 1–20. <https://doi.org/10.1111/bjet.13098>.
- Townsley, M., & McNamara, S. (2021). “I thought I was supposed to get an A in PE!” Successes and challenges of teachers and administrators implementing standards-based grading in physical education. *Studies in Educational Evaluation*, 70. <https://doi.org/10.1016/j.stueduc.2021.101012>.
- Morano, M., Robazza, C., Bortoli, L., Rutigliano, I., Ruiz, M. C., & Campanozzi, A. (2020). Physical activity and physical competence in overweight and obese children: an intervention study. *International Journal of Environmental Research and Public Health*, 17(17), 1–12. <https://doi.org/10.3390/ijerph17176370>.
- Morgan, P. J., & Hansen, V. (2013). Classroom teachers' perceptions of the impact of barriers to teaching physical education on the quality of physical education programs. *https://doi.org/10.1080/02701367.2008.10599517*, 79(4), 506–516. <https://doi.org/10.1080/02701367.2008.10599517>.
- Muarifah, A., Mashar, R., Hashimah, I., Hashim, M., Rofiah, N. H., & Oktaviani, F. (2022). Aggression in adolescents: the role of mother-child attachment and self-esteem. *Behav. Sci*, 12(5), 147. <https://doi.org/10.3390/2Fbs12050147>.
- Murfay, K., Beighle, A., Erwin, H., & Aiello, E. (2022). Examining high school student perceptions of physical education. *European Physical Education Review*, 28(3), 704–719. <https://doi.org/https://doi.org/10.1177/1356336X211072860>.
- Muszkiet, R., Napierała, M., Cieślicka, M., Zukow, W., Kozina, Z., Iermakov, S., & Górny, M. (2019). The professional attitudes of teachers of physical education. *Journal of Physical Education and Sport*, 19. <https://doi.org/10.7752/jpes.2019.s1014>.
- Nugraha, B., Suharjana, S., & Lumintuarso, R. (2022). Perceptions of physical education students and teachers on physical education learning. *Jurnal Cakrawala Pendidikan*, 41(2), 321–329. <https://doi.org/10.21831/cp.v41i2.39887>.

- Pesce, C., Faigenbaum, A., Crova, C., Marchetti, R., & Bellucci, M. (2012). Benefits of multi-sports physical education in the elementary school context. *Health Education Journal*, 72(3), 326–336. <https://doi.org/10.1177/0017896912444176>.
- Schnitzius, M., Kirch, A., Mess, F., & Spengler, S. (2019). Inside out: a scoping review on the physical education teacher's personality. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02510>.
- Selvi, K. (2010). Teachers' competencies. In *Cultura. International Journal of Philosophy of Culture and Axiology* 7(1). <https://doi.org/10.5840/cultura20107133>.
- Soini, A., Watt, A., & Sääkslahti, A. (2021). Finnish pre-service teachers' perceptions of perceived competence in early childhood physical education. *International Journal of Environmental Research and Public Health*, 18, 6454. <https://doi.org/https://doi.org/10.3390/ijerph18126454>.
- Sözen, H., & Nur, E. (2019). "A physical education teacher is like ...": examining turkish students' perceptions of physical education teachers through metaphor analysis. *International Electronic Journal of Elementary Education*, 12(2), 183–188. <https://doi.org/10.26822/iejee.2019257665>.
- Su, J., Pu, X., Yadav, K., & Subramnaiyan, M. (2022). A physical education teacher motivation from the self-evaluation framework. *Computers and Electrical Engineering*, 98. <https://doi.org/10.1016/j.compeleceng.2022.107772>.
- Sucuoglu, E., & Ataturk, H. (2020). Correlation relation between professional qualifications of physical education teachers and students' attitudes towards physical education classes. *Pedagogy of Physical Culture and Sports*, 24(1). <https://doi.org/10.15561/18189172.2020.0107>.
- Sum, R., K., W., Wallhead, T., Wang, F.J., Choi, F.M., Li, M.H., & Liu, Y. (2022). Effects of teachers' participation in continuing professional development on students' perceived physical literacy, motivation and enjoyment of physical activity. *Revista de Psicodidáctica (English ed.)*, 27(2), 176-185. <https://doi.org/10.1016/j.psicoe.2022.05.003>.
- Tannehill, D., Demirhan, G., Čaplová, P., & Avsar, Z. (2021). Continuing professional development for physical education teachers in Europe. *European Physical Education Review*, 27(1). <https://doi.org/10.1177/1356336X20931531>.
- Tarantino, G., Makopoulou, K., & Neville, R. D. (2022). Inclusion of children with special educational needs and disabilities in physical education: a systematic review and meta-analysis of teachers' attitudes. *Educational Research Review*, 36. <https://doi.org/10.1016/j.edurev.2022.100456>.
- Telford, R. M., Olive, L. S., & Telford, R. D. (2022). The effect of a 6-month physical literacy intervention on preschool children's gross and fine motor skill: the active early learning randomised controlled trial. *Journal of Science and Medicine in Sport*, 25(8), 655–660. <https://doi.org/10.1016/j.jsams.2022.04.009>.
- Toom, A., Pyhältö, K., Pietarinen, J., & Soini, T. (2021). Professional agency for learning as a key for developing teachers' competencies?. *Education Sciences*, 11(7). <https://doi.org/10.3390/educsci11070324>.
- Videm, V., Hoff, M., & Liff, M. H. (2022). Use of the behavioral regulation in exercise questionnaire-2 to assess motivation for physical activity in persons with rheumatoid arthritis: an observational study. *Rheumatology International*, 42(11), 2039–2047. <https://doi.org/10.1007/s00296-021-05079-9>.
- Ward, P., Dervent, F., Iserbyt, P., & Tsuda, E. (2022). Teaching sports in physical education. *Journal of Physical Education, Recreation and Dance*, 93(1), 8–13. <https://doi.org/10.1080/07303084.2021.2000530>.
- Widyaningsih, H., Asmawi, M., & Tangkudung, J. (2020). The influence of teaching skills and effective communication on the professional competencies of physical education teachers. *Journal of Education, Health and Sport*, 10(1). <https://doi.org/10.12775/jehs.2020.10.01.010>
- Williams, S. E., Greene, J. L., Fry, A., Neuberger, J., & Satinsky, S. (2018). A study of conceptually based physical education in higher education. *The Physical Educator*, 75(3), 471–497. <https://doi.org/10.18666/TPE-2018-V75-I3-7929>.

- Xu, M., Zhai, Y., Guo, Y., Lv, P., Li, Y., Wang, M., & Zhou, B. (2019). Personalized training through Kinect-based games for physical education. *Journal of Visual Communication and Image Representation*, 62, 394–401. <https://doi.org/10.1016/J.JVCIR.2019.05.007>.
- Yanova, M. G., Yanov, V. V., Kravchenko, S. V., & Vetrova, I. V. (2021). Professional competences of physical education teachers: structural and component analysis. *Journal of Siberian Federal University - Humanities and Social Sciences*, 15(4). <https://doi.org/10.17516/1997-1370-0477>.
- Yilmaz, A., Esenturk, O. K., Demir, G. T., & Ilhan, E. L. (2017). Metaphoric perception of gifted students about physical education course and physical education teachers. *Journal of Education and Learning*, 6(2), 220–234. <https://doi.org/10.5539/jel.v6n2p220>.
- Zhan, X., Clark, C. C. T., Bao, R., Duncan, M., Hong, J. T., & Chen, S. T. (2021). Association between physical education classes and physical activity among 187,386 adolescents aged 13–17 years from 50 low- and middle-income countries. *Jornal de Pediatria*, 97(5), 571–578. <https://doi.org/10.1016/J.JPED.2020.11.009>.
- Zimmer, W., M., & Matthews, S., D. (2022). A virtual coaching model of professional development to increase teachers' digital learning competencies. *Teaching and Teacher Education*, 109. <https://doi.org/10.1016/j.tate.2021.103544>.

Appendices

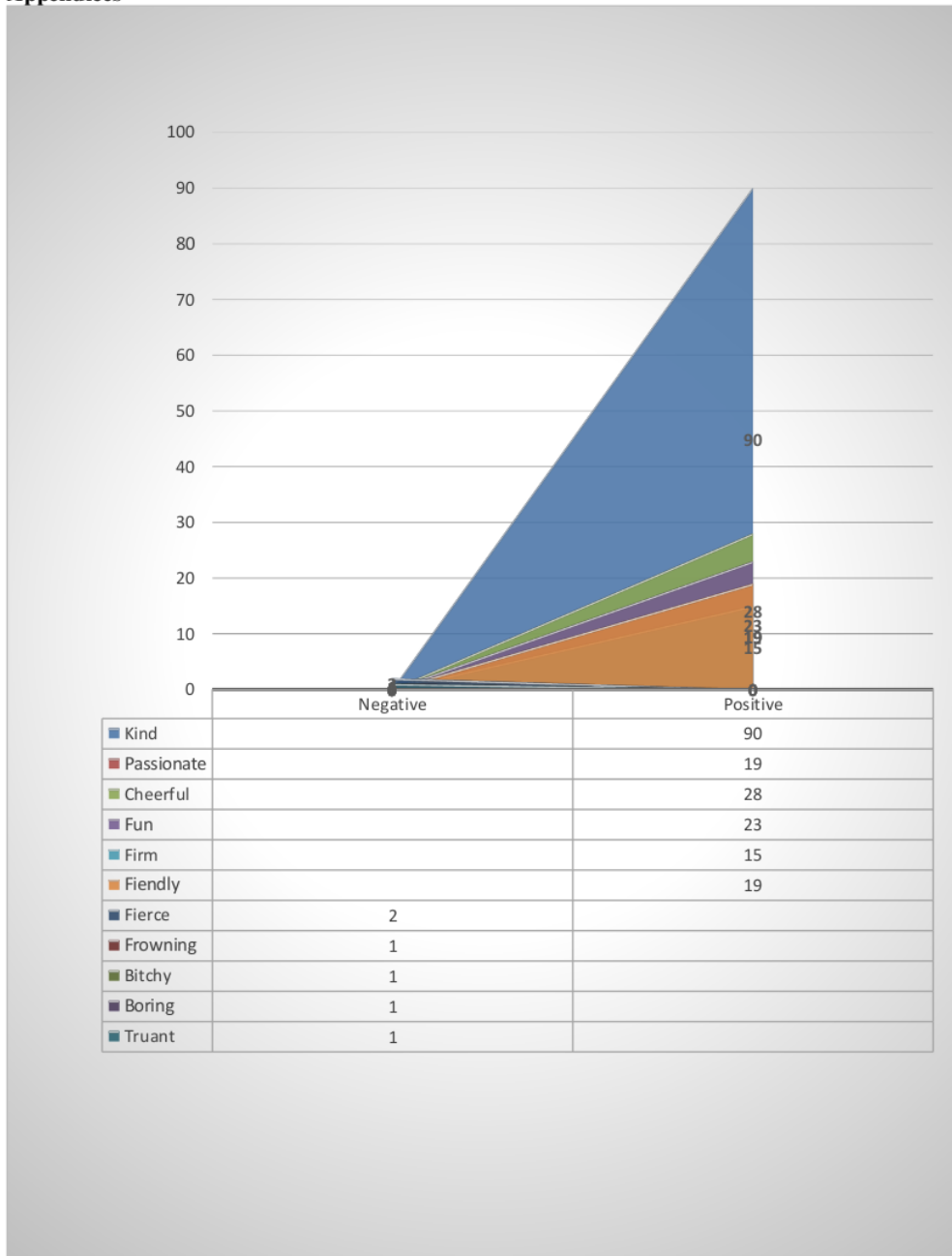


Figure 1. Frequently appeared keywords

Table 3. Concept of Metaphor Analysis Based on Keyword of PET towards TC

PET basic keyword	n	Teacher Competencies	Statement
Keyword			5
My PET is kind	60	Personality	Positive
My PET is passionate	19	Pedagogy	Positive
My PET is cheerful	20	Pedagogy	Positive
My PET is fun	16	Pedagogy	Positive
My PET is firm	9	Professional	Positive
My PET is discipline	1	Professional	Positive
My PET is neat	1	Professional	Positive
My PET is friendly	6	Personality	Positive
My PET is loving	1	Social	Positive
My PET is patient	3	Personality	Positive
My PET is fierce	2	Personality	Negative
My PET is truant	1	Professional	Negative
My PET is boring	1	Pedagogy	Negative
My PET is bitchy	1	Social	Negative
My PET is frowning	1	Social	Negative
More than one keyword			
My PET is kind and patient	3	Personality	Positive
My PET is kind and friendly	10	Personality	Positive
My PET is kind and cheerful	4	Personality and Pedagogy	Positive
My PET is kind and fun	3	Personality and Pedagogy	Positive
My PET is kind, understanding and fun	5	Personality, Social and professionalism	Positive
My PET is fun and friendly	3	Pedagogy and Personality	Positive
My PET is fun and cheerful	4	Pedagogy	Positive
My PET is fun and firm	6	Pedagogy and professionalism	Positive
My PET is kind, fun and friendly	4	Personality and Pedagogy	Positive
My PET is kind and respectful to women	1	Personality and Social	Positive
Undefined	16		
Unidentified	36		
Total	237		

Senior High School Students Perception Of Physical Education Teachers

ORIGINALITY REPORT

12%

SIMILARITY INDEX

12%

INTERNET SOURCES

5%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1	www.scilit.net Internet Source	4%
2	Submitted to Universitas Negeri Malang Student Paper	3%
3	journal.uny.ac.id Internet Source	2%
4	iejee.com Internet Source	1%
5	dtic.mil Internet Source	1%
6	Rafet Ünver. "Metaphorical Perceptions of Secondary School Students towards Physical Education Teachers", Journal of Educational Issues, 2023 Publication	1%
7	www.researchgate.net Internet Source	<1%

8

David Hortigüela-Alcala, Oscar Chiva-Bartoll, Alejandra Hernando-Garijo. "“I feel lonely, I don't understand you when you talk, and I find it hard to breathe”. Analysis of the emotional tensions of physical education students in the Spanish setting of COVID-19", Teaching and Teacher Education, 2022

Publication

<1 %

Exclude quotes On

Exclude matches < 10 words

Exclude bibliography On

Senior High School Students Perception Of Physical Education Teachers

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12
