

**BUKTI KORESPONDENSI ARTIKEL PADA JURNAL  
NASIONAL BEREPUTASI**



**PENGUSUL**

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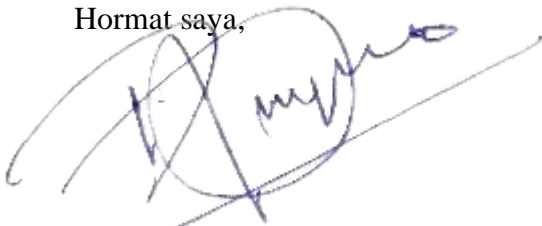
Bersama dengan surat ini, saya bermaksud menyertakan bukti bukti korespondensi proses artikel pada Jurnal Internasional dengan judul “Senior High School Students’ Perception of Physical Education Teachers”, yang dimuat pada *Cakrawala Pendidikan*, edisi Vol. 42 No. 2, Edisi June 2023, ISSN(p): 0216-1370, ISSN (e): 2442-8620, hal: 339-350.

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No	Tanggal	Aktivitas
1	4 Oktober 2022	Pembuatan akun dan Submit manuscript pertama kali ke jurnal, mendapatkan ID paper Mendapatkan ID paper 57997-161832-1-SM
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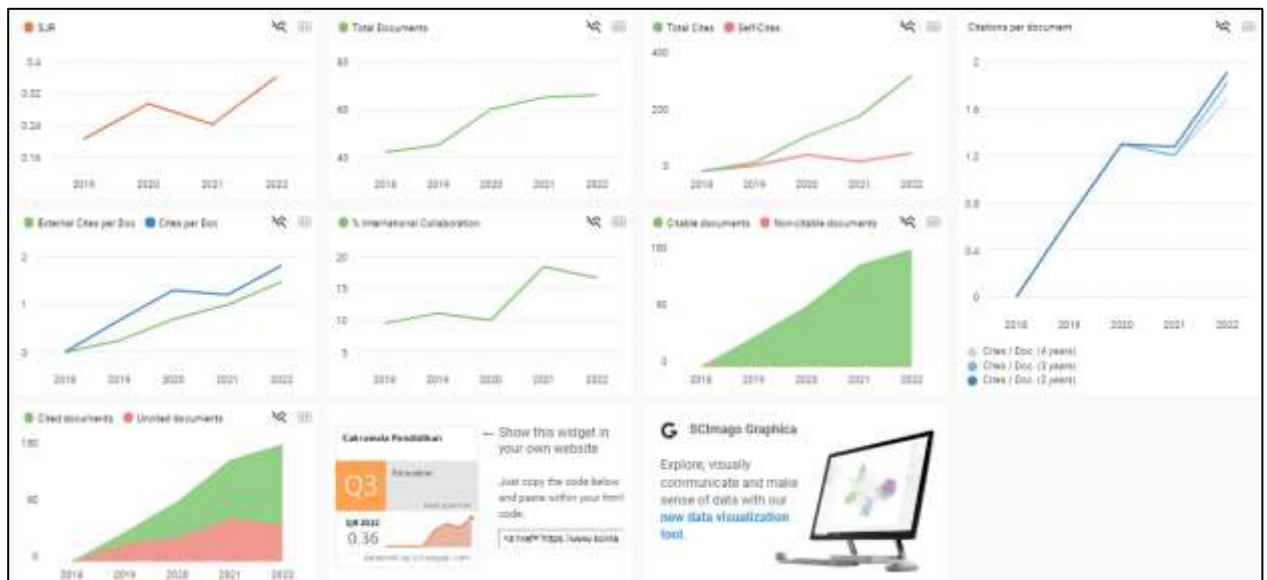
Dr. Bambang Priyono, M.Pd.

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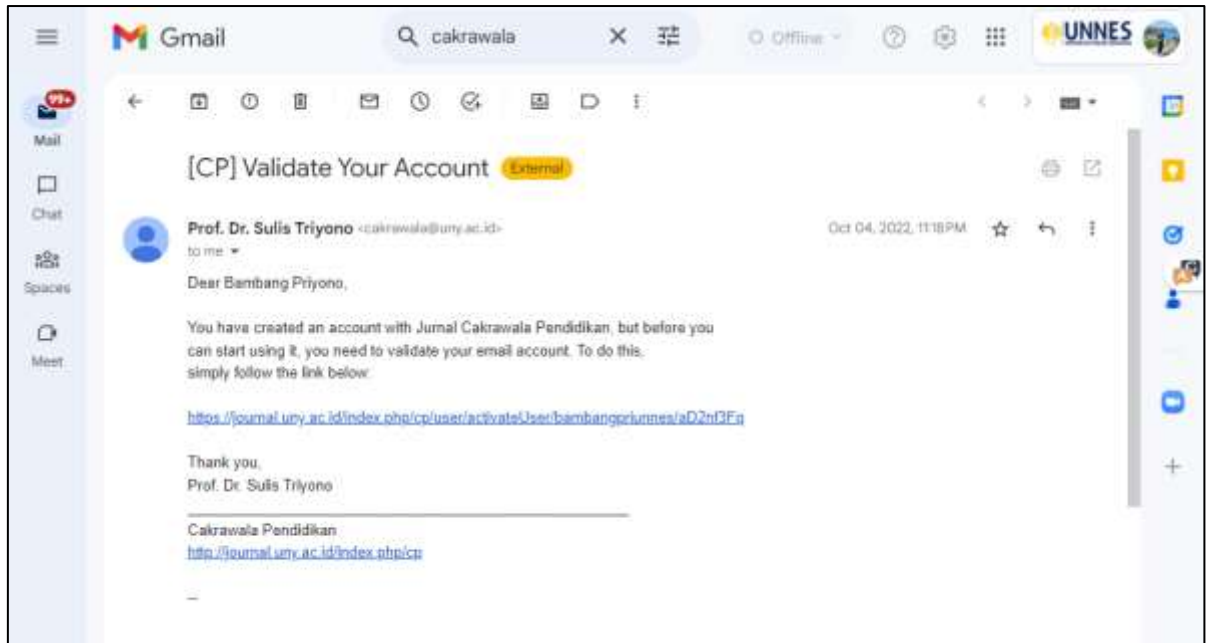
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- Pembuatan Akun



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Submission	
Authors	Bambang Priyono, Fatkhur Rozi, Endang Sri Hanani
Title	Senior High School Students' Perception of Physical Education Teachers
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## HOW ARE OUR PHYSICAL EDUCATION TEACHERS? A PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS

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**Abstract:** The objective of this research is to examine senior high school students' perception in Indonesia in defining physical education teachers' competence. The research used a qualitative method and metaphor analysis concept. The metaphor concept was used to collect and analyze the data. The data were collected from questionnaire with the question "How are my physical education teachers ...?" The respondents were totally 237 students in Indonesia who were chosen randomly based on their willingness to fill in the questionnaire prepared. The results show the frequently used words as follows: '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 in delivering lesson passionately and with fun and showed discipline, showing that they had the four core competences. However, the negative words appearing limitedly in the questionnaire still require more attention.

**Keywords:** *Physical Education Teacher's competence; students' perception; and concept of metaphor.*

### 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 on senior high school students' perception of their physical education teacher (PET) using a metaphor analysis approach. Metaphor analysis research with a qualitative approach in Physical education is a very limited study that is still untouched much. A study on international journal was found in 2019 on metaphor analysis aiming to examine high school students' perception of physical education teacher in Turkey (Sözen & Nur, 2019). The results show that physical education teachers were associated with athletic and physical strengths, and even the physical education teachers were also associated with individuals who were kind, happy to help, and as a role model.

Another finding was also presented by Murfay and team in US (Murfay, Beighle, Erwin, & Aiello, 2022). The study focused on alumni's perception of physical education teachers' teaching. The results show that the students had mixed, positive and negative perceptions of physical education. The students were aware that physical education activities and teachers' actions influenced their interpretation of physical activity experience in physical education. The students reported that these perceptions might influence their future participation in physical activities. Based on the research results, physical education has the potential to give students positive experience with physical activities which may encourage individual competence compared to social activities with support of teachers' 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.

The difference between the author's study and other studies is on Indonesian senior high school students' perception of physical education teachers using metaphor analysis. Studies on senior high school students' perception of physical education teacher in Indonesia using metaphor analysis approach are still quite limited. The metaphor analysis choice is considered appropriate that it gives the opportunity to tell something unknown through something known and make the phenomenon known from an analogy of a phenomenon, and to see a phenomenon as another phenomenon (Toptaş & Gözel, 2018; Yilmaz, Esenturk, Demir, & Ilhan, 2017). The concerned phenomenon is how senior high school students in Indonesia perceive their physical education teachers. This is very important, especially that currently the kurikulum merdeka is being developed in Indonesia. Therefore, this perception is also important for analyzing indirectly teachers' 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 experienced some educational levels and certainly experienced various activities in physical education as per level. They are certainly well-versed in perceiving their experience (Encarna, Rodrigo-pedrosa, San-mill, Saz-roy, & Negreloscertales, 2022) related to the overview of their physical education teachers. This can be explained by perceiving through words as per the concept of metaphor. Metaphor is defined



as a concept of using acceptable words to interpret something. Metaphor can be used to analogize a phenomenon. This research used qualitative data acquired from each word. The words are a set describing current senior high school physical education teachers. This description can be used to evaluate current physical education learning process in Indonesia. Qualitative data were chosen as per necessity to find and explore phenomena in the community in perceiving physical education teachers. The community concerned is senior high school students in Indonesia.

## **METHOD**

The research was conducted using a qualitative method. Making use of qualitative data is this research's typical characteristic. The concerned qualitative data were specifically from each of the respondents' (participant) words. The words data were present naturally according to the participants' experience who voluntarily delivered their perception of their physical education teachers. In this method implementation, the participants were anonymous, thus the data produced conformed to the fact based on their described experience.

The participants were senior high school students Indonesia from various regions selected using a purposive sampling method. Purposive sampling is a compatibility technique between the concerned sample and research objective, increasing the research's accuracy and data and results confidence (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters, & Walker, 2020). The participant participated voluntarily by accessing the questionnaire made available openly (open access). There were initially 241 participants, comprised of 164 female and 77 male students. The participants chosen ranged from 14-17 years old as per senior high school education level. There were 4 participants found incompatible with the criteria that they were 21, 23, 26 years old, and one participant did not mention their age, comprised of 3 females and 1 male. Thus there were 237 participants whose data were used, comprised of 161 female and 76 male students.

The data collected were qualitative produced by the questionnaire. The data were adapted to the research model used, with the concept of metaphor. The concept of metaphor was used by asking "my physical education teachers are..." openly in the questionnaire. The results were in the form of words as per participants' perception.

A descriptive analysis was used to describe the research data results in relation to senior high school students' perception of their physical education teachers. The descriptive analysis was intended to describe the perspective's correlation with teacher's 4 basic competences. The "content analysis" method was used to reveal the fact. This would result in interpretation of the phenomena of senior high school student describing their physical education teachers.

Data Coding: The data obtained from the questionnaire were coded into various often used words as per expression (metaphor). The expressions in the data were categorized as a "word" describing "teacher's competence".

## **FINDINGS AND DISCUSSION**

### **Findings**

The participants perceived their physical education teacher by forwarding the question "my physical education teachers are ...". 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**

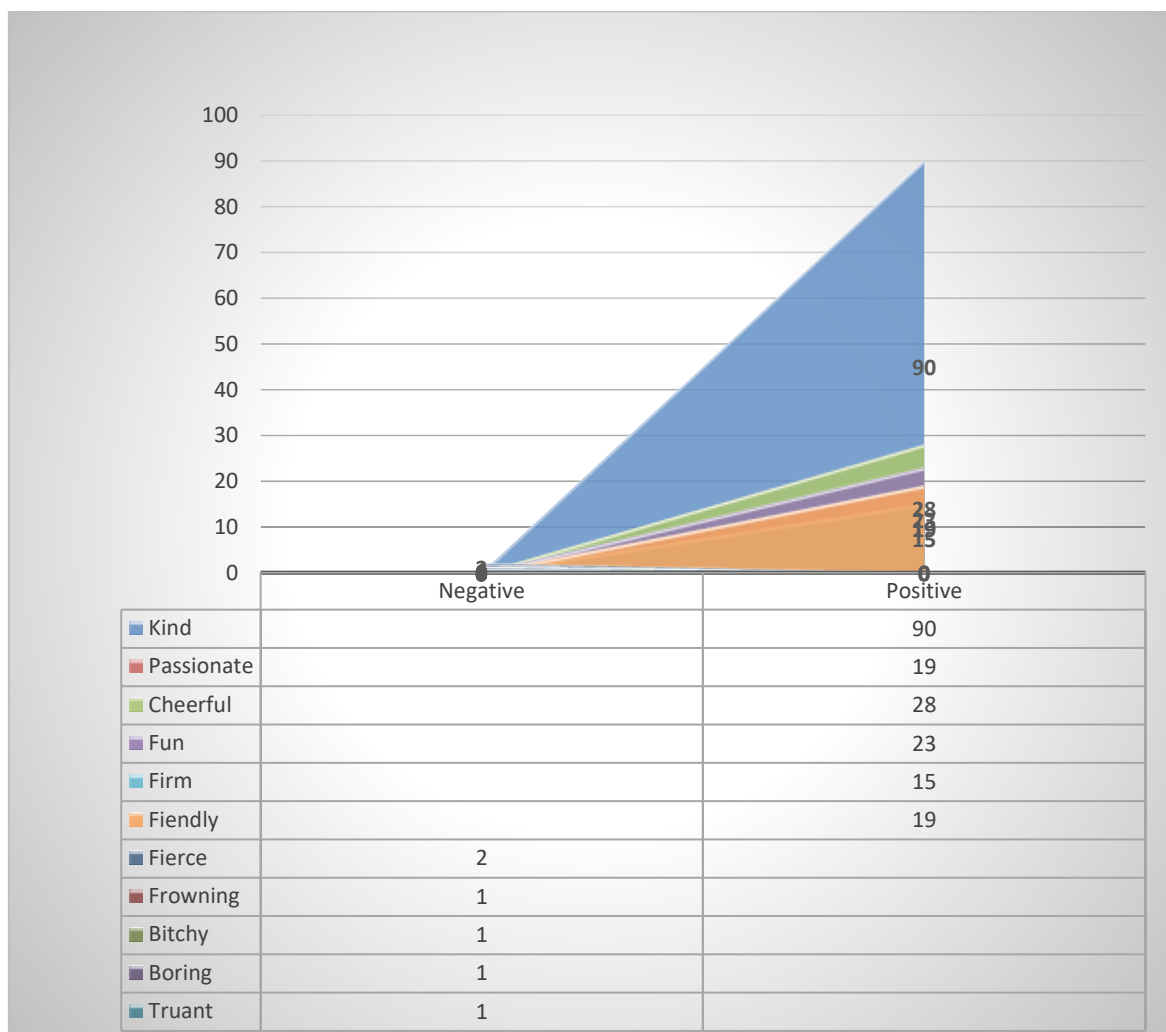
Metaphor Category	Gender			
	Boy		Girl	
	n	%	n	%
Positive	53	69.7	142	88.2
Negative	2	2.6	4	2.5
Unidentified	21	27.7	15	9.3
<b>Total</b>	<b>76</b>	<b>100</b>	<b>161</b>	<b>100</b>

**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
<b>Total</b>	<b>6</b>	<b>100</b>	<b>99</b>	<b>100</b>	<b>104</b>	<b>100</b>	<b>28</b>	<b>100</b>

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 figure 1). 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). Meanwhile, the negative words appearing include fierce, frowning, bitchy, boring, and truant.



**Figure 1. Frequently Appeared Keywords**

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.

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

PET basic keyword	n	Teacher Competencies	Statement
<b>Keyword</b>			
<b>My PET is kind</b>	<b>60</b>	<b>Personality</b>	<b>Positive</b>
<b>My PET is passionate</b>	<b>19</b>	<b>Pedagogy</b>	<b>Positive</b>
<b>My PET is cheerful</b>	<b>20</b>	<b>Pedagogy</b>	<b>Positive</b>
<b>My PET is fun</b>	<b>16</b>	<b>Pedagogy</b>	<b>Positive</b>
<b>My PET is firm</b>	<b>9</b>	<b>Professional</b>	<b>Positive</b>
<b>My PET is discipline</b>	<b>1</b>	<b>Professional</b>	<b>Positive</b>
<b>My PET is neat</b>	<b>1</b>	<b>Professional</b>	<b>Positive</b>
<b>My PET is friendly</b>	<b>6</b>	<b>Personality</b>	<b>Positive</b>

<b>My PET is loving</b>	<b>1</b>	<b>Social</b>	<b>Positive</b>
<b>My PET is patient</b>	<b>3</b>	<b>Personality</b>	<b>Positive</b>
<b>My PET is fierce</b>	<b>2</b>	<b>Personality</b>	<b>Negative</b>
<b>My PET is truant</b>	<b>1</b>	<b>Professional</b>	<b>Negative</b>
<b>My PET is boring</b>	<b>1</b>	<b>Pedagogy</b>	<b>Negative</b>
<b>My PET is bitchy</b>	<b>1</b>	<b>Social</b>	<b>Negative</b>
<b>My PET is frowning</b>	<b>1</b>	<b>Social</b>	<b>Negative</b>
<b>More than one keyword</b>			
<b>My PET is kind and patient</b>	<b>3</b>	<b>Personality</b>	<b>Positive</b>
<b>My PET is kind and friendly</b>	<b>10</b>	<b>Personality</b>	<b>Positive</b>
<b>My PET is kind and cheerful</b>	<b>4</b>	<b>Personality and Pedagogy</b>	<b>Positive</b>
<b>My PET is kind and fun</b>	<b>3</b>	<b>Personality and Pedagogy</b>	<b>Positive</b>
<b>My PET is kind, understanding and fun</b>	<b>5</b>	<b>Personality, Social and professionalism</b>	<b>Positive</b>
<b>My PET is fun and friendly</b>	<b>3</b>	<b>Pedagogy and Personality</b>	<b>Positive</b>
<b>My PET is fun and cheerful</b>	<b>4</b>	<b>Pedagogy</b>	<b>Positive</b>
<b>My PET is fun and firm</b>	<b>6</b>	<b>Pedagogy and professionalism</b>	<b>Positive</b>
<b>My PET is kind, fun and friendly</b>	<b>4</b>	<b>Personality and Pedagogy</b>	<b>Positive</b>
<b>My PET is kind and respectful to women</b>	<b>1</b>	<b>Personality and Social</b>	<b>Positive</b>
<b>Undefined</b>	<b>16</b>		
<b>Unidentified</b>	<b>36</b>		
<b>Total</b>	<b>237</b>		

## 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 (Townesley & 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, Pyhältö, 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 (Eirín-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 (Muszkieta, Napierała, Cieślicka, Zukow, Kozina, Iermakov, & Górny, 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 (Widyaningsih, 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

Based on the metaphorically analyzed keywords, we may conclude that physical education teachers are kind, friendly, and patient in teaching, implementing learning activities passionately, with fun, and cheerfully, and they respect discipline and order and are firm. The students' perception indicates that the physical education teachers had the four required competences: pedagogic, professional, personality, and social competences. However, this does not mean the physical education teachers' competence is good, but this is only a description of students' perception that may still be subject to subjectivity. The negative words arising from students' experience still need special attention, indicating non-achieved competence (despite small in number).

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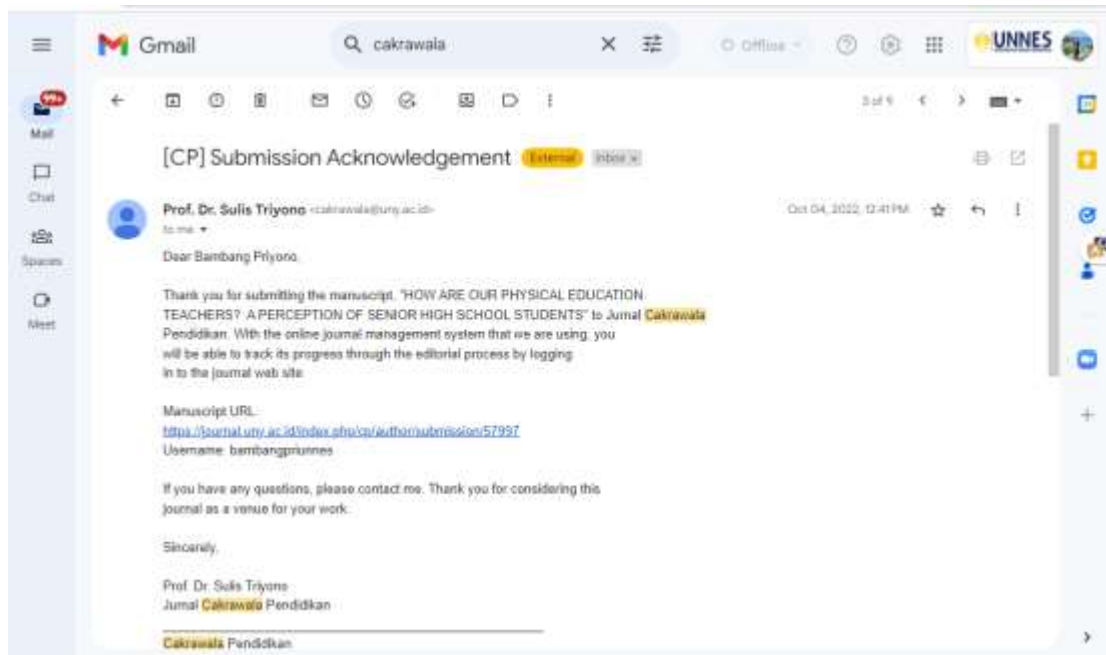
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## Bukti Balasan editor otomatis dari OJS [4 Oktober 2022]



## Mendapatkan Status “revision required” dari editor melalui OJS [27 Oktober 2022]

Editor 2022-10-27 12:03 PM	Subject: [CP] Editor Decision Bambang Priyono: We have reached a decision regarding your submission to Jurnal Cakrawala Pendidikan, "HOW ARE OUR PHYSICAL EDUCATION TEACHERS? A PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS". Our decision is: Revisions Required Please revise your paper according to the reviewers comments below and also the comments in the soft-copy of your article (file attached), then highlight in yellow the revised part. Return the revised manuscript within 2 weeks (14 days) to be considered for the ... publication. If you have any questions, please let us know Thank you very much Best regards Prof. Soni Nopembri, Ph.D. (Scopus ID: 57207831971), Universitas Negeri Yogyakarta Phone 081315196479 soni_nopembri@uny.ac.id Cakrawala Pendidikan <a href="http://journal.uny.ac.id/index.php/cp">http://journal.uny.ac.id/index.php/cp</a>	DELETE
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- Hasil Reviewer A

<p><b>HOW ARE OUR PHYSICAL EDUCATION TEACHERS? A PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS</b></p> <p>Bambang Priyono <sup>1*</sup>, Fatkhur Rozi <sup>2</sup>, &amp; Endang Sri Hanani <sup>3</sup> <sup>1,3</sup>Universitas Negeri Semarang, Indonesia <sup>2</sup>Universitas Islam Negeri Salatiga, Indonesia *e-mail: bambangpriyono@mail.unnes.ac.id +6282225005399</p> <p><b>Abstract:</b> The objective of this research is to examine senior high school students' perception in Indonesia in defining physical education teachers' competence. The research used a qualitative method and metaphor analysis concept. The metaphor concept was used to collect and analyze the data. The data were collected from questionnaire with the question "How are my physical education teachers ...?" The respondents were totally 237 students in Indonesia who were chosen randomly based on their willingness to fill in the questionnaire prepared. The results show the frequently used words as follows: '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 in delivering lesson passionately and with fun and showed discipline, showing that they had the four core competences. However, the negative words appearing limitedly in the questionnaire still require more attention.</p> <p><b>Keywords:</b> <i>Physical Education Teacher's competence; students' perception; and concept of metaphor.</i></p>	<p><b>4-</b> Arpiaka Harani Pornawan Based on the questions asked, the purpose of this research is to focus more on students' perceptions of physical education teachers</p> <p><b>4-</b> Arpiaka Harani Pornawan if you look at the question, you haven't explored the 4 core competencies, please adjust it.</p> <p><b>4-</b> Arpiaka Harani Pornawan no need</p>
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<p>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.</p> <p>This research is on senior high school students' perception of their physical education teacher (PET) using a metaphor analysis approach. Metaphor analysis research with a qualitative approach in Physical education is a very limited study that is still untouched much. A study on international journal was found in 2019 on metaphor analysis aiming to examine high school students' perception of physical education teacher in Turkey (Sözen &amp; Nur, 2019). The results show that physical education teachers were associated with athletic and physical strengths, and even the physical education teachers were also associated with individuals who were kind, happy to help, and as a role model.</p> <p>Another finding was also presented by Murfay and team in US (Murfay, Beighle, Erwin, &amp; Aiello, 2022). The study focused on alumni's perception of physical education teachers' teaching. The results show that the students had mixed, positive and negative perceptions of physical education. The students were aware that physical education activities and teachers' actions influenced their interpretation of physical activity experience in physical education. The students reported that these perceptions might influence their future participation in physical activities. Based on the research results, physical education has the potential to give students positive experience with physical activities which may encourage individual competence compared to social activities with support of teachers' teaching ability.</p>	<p><b>AH</b> Arpiaka Harani Pornawan Who is the focus on, some say here explaining alumni, elsewhere say students</p>
<p>as a concept of using acceptable words to interpret something. Metaphor can be used to analogize a phenomenon. This research used qualitative data acquired from each word. The words are a set describing current senior high school physical education teachers. This description can be used to evaluate current physical education learning process in Indonesia. Qualitative data were chosen as per necessity to find and explore phenomena in the community in perceiving physical education teachers. The community concerned is senior high school students in Indonesia.</p> <p><b>METHOD</b></p> <p>The research was conducted using a qualitative method. Making use of qualitative data is this research's typical characteristic. The concerned qualitative data were specifically from each of the respondents' (participant) words. The words data were present naturally according to the participants' experience who voluntarily delivered their perception of their physical education teachers. In this method implementation, the participants were anonymous, thus the data produced conformed to the fact based on their described experience.</p>	<p><b>AH</b> Arpiaka Harani Pornawan when viewed from the results, the method used is not only qualitative, but also quantitative.</p>
<p>education teachers' social competence in Indonesia.</p> <p><b>CONCLUSION</b></p> <p>Based on the metaphorically analyzed keywords, we may conclude that physical education teachers are kind, friendly, and patient in teaching, implementing learning activities passionately, with fun, and cheerfully, and they respect discipline and order and are firm. The students' perception indicates that the physical education teachers had the four required competences: pedagogic, professional, personality, and social competences. However, this does not mean the physical education teachers' competence is good, but this is only a description of students' perception that may still be subject to subjectivity. The negative words arising from students' experience still need special attention, indicating non-achieved competence (despite small in number).</p> <p><b>REFERENCES</b></p> <p>Aktop, A., &amp; Beyazgül, G. (2014). Pre-service physical education teacher's attitudes towards teaching professionals. <i>Procedia - Social and Behavioral Sciences</i>, 116, 3194-3197. <a href="https://doi.org/10.1016/j.sbspro.2014.01.733">https://doi.org/10.1016/j.sbspro.2014.01.733</a></p>	<p><b>AH</b> Arpiaka Harani Pornawan so that the words that appear are synchronized with competence, they should be juxtaposed immediately</p>

## • Hasil Reviewer B

<p><b>HOW ARE OUR PHYSICAL EDUCATION TEACHERS? A PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS</b></p> <p>Bambang Priyono<sup>1*</sup>, Fatkhur Rozi<sup>2</sup>, &amp; Endang Sri Hanani<sup>3</sup>  <sup>1,3</sup>Universitas Negeri Semarang, Indonesia  <sup>2</sup>Universitas Islam Negeri Salatiga, Indonesia  *e-mail: bambangpriyono@mail.unnes.ac.id  +6282225005399</p> <p><b>Abstract:</b> The objective of this research is to examine senior high school students' perception in Indonesia in defining physical education teachers' competence. The research used a qualitative method and metaphor analysis concept. The metaphor concept was used to collect and analyze the data. The data were collected from questionnaire with the question "How are my physical education teachers ...?" The respondents were totally 237 students in Indonesia who were chosen randomly based on their willingness to fill in the questionnaire prepared. The results show the frequently used words as follows: '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 in delivering lesson passionately and with fun and showed discipline, showing that they had the four core competences. However, the negative words appearing limitedly in the questionnaire still require more attention.</p>	<p><b>MO</b> Microsoft Office User Saya paham maksudnya, tapi ini bukan terjemahan yang akurat.</p> <p><b>MO</b> Microsoft Office User Definisi? Atau Persepsi?</p> <p><b>MO</b> Microsoft Office User Ini pertanyaannya tidak menanyakan metafora.</p> <p><b>MO</b> Microsoft Office User Dinyatakan sebelumnya akan melakukan analisis metafora: kenapa peneliti justru fokus pada frekuensi kata?</p>
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as a concept of using acceptable words to interpret something. Metaphor can be used to analogize a phenomenon. This research used qualitative data acquired from each word. The words are a set describing current senior high school physical education teachers. This description can be used to evaluate current physical education learning process in Indonesia. Qualitative data were chosen as per necessity to find and explore phenomena in the community in perceiving physical education teachers. The community concerned is senior high school students in Indonesia.

#### METHOD

The research was conducted using a qualitative method. Making use of qualitative data is this research's typical characteristic. The concerned qualitative data were specifically from each of the respondents' (participant) words. The words data were present naturally according to the participants' experience who voluntarily delivered their perception of their physical education teachers. In this method implementation, the participants were anonymous, thus the data produced conformed to the fact based on their described experience.

The participants were senior high school students Indonesia from various regions selected using a purposive sampling method. Purposive sampling is a compatibility technique between the concerned sample and research objective, increasing the research's accuracy and data and results confidence (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters, & Walker, 2020). The participant participated voluntarily by accessing the questionnaire made available openly (open access). There were initially 241 participants, comprised of 164 female and 77 male students. The participants chosen ranged from 14-17 years old as per senior high school education level. There were 4 participants found incompatible with the criteria that they were 21, 23, 26 years old, and one participant did not mention their age, comprised of 3 females and 1 male. Thus there were 237 participants whose data were used, comprised of 161 female and 76 male students.

The data collected were qualitative produced by the questionnaire. The data were adapted to the research model used, with the concept of metaphor. The concept of metaphor was used by asking "my physical education teachers are..." openly in the questionnaire. The results were information about their perceptions in the form of words.

A descriptive analysis was used to describe the research data results in relation to senior high school students' perception of their physical education teachers. The descriptive analysis was intended to describe the perspective's correlation with teacher's 4 basic competences. The "content analysis" method was used to reveal the fact. This would result in interpretation of the phenomena of senior high school student describing their physical education teachers.

**Data Coding:** The data obtained from the questionnaire were coded into various often used words as per expression (metaphor). The expressions in the data were categorized as a "word" describing "teacher's competence". Langkah apa setelah kategorisasi? Analisis kualitatif yang kredibel tidak hanya sampai pada mengategorisasikan kode-kode yang sudah dihasilkan dari proses coding.

**MO Microsoft Office User**  
Tuliskan tujuan penelitian di sini.

**MO Microsoft Office User**  
Analisis metafora di abstrak: kenapa tidak dijabarkan di sini?

**MO Microsoft Office User**  
Apa kriteria memilihnya?

**MO Microsoft Office User**  
Perlu dijelaskan konsep ini

**MO Microsoft Office User**  
Ini bukan pernyataan metafora. Jika pertanyaan metafora: "Guru pendidikan jasmani saya ibaratkan...."

**MO Microsoft Office User**  
Terlalu memaksa untuk menganalisis data empirik kualitatif dengan satu set standard. Kecuali pengumpulan datanya memang secara spesifik menanyakan 4 kompetensi tersebut.

**MO Microsoft Office User**  
Perlu dijelaskan analisis konten seperti apa dengan basis metodologi apa dan pilihan jenis yang mana? Tentu saja dibarengi dengan prosedur apa untuk menganalisis konten ini yang dilakukan oleh peneliti.



**Mengirim perbaikan naskah (revisi 1) melalui OJS (round 1) [3 November 2022]**

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### #57997 Review

SUMMARY REVIEW EDITING

#### Submission

Authors: Bambang Priyono, Fatkhur Razi, Estang Sri Harsani  
Title: Senior High School Students' Perception of Physical Education Teachers  
Section: Articles  
Editor: Soni Nopembri, Ph.D.

#### Peer Review

Round	Review Version	Initiated	Last modified	Uploaded file	Editor Version	Author Version
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<b>Editor</b> 2022-10-27 12:03 PM	<p>Subject: [CP] Editor Decision <span style="float: right;">DELETE</span></p> <p>Bambang Priyono:</p> <p>We have reached a decision regarding your submission to Jurnal Cakrawala Pendidikan, "HOW ARE OUR PHYSICAL EDUCATION TEACHERS? A PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS".</p> <p>Our decision is: Revisions Required</p> <p>Please revise your paper according to the reviewers comments below and also the comments in the soft-copy of your article (file attached), then highlight in yellow the revised part. Return the revised manuscript within 2 weeks (14 days) to be considered for the ... publication.</p> <p>If you have any questions, please let us know</p> <p>Thank you very much</p> <p>Best regards</p> <p>Prof. Soni Nopembri, Ph.D. (Scopus ID: 57207831971), Universitas Negeri Yogyakarta Phone 081315196479 soni_nopembri@uny.ac.id</p> <p>Cakrawala Pendidikan <a href="http://journal.uny.ac.id/index.php/cp">http://journal.uny.ac.id/index.php/cp</a></p>
<b>Author</b> 2022-11-03 11:11 PM	<p>Subject: HOW ARE OUR PHYSICAL EDUCATION TEACHERS? A PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS <span style="float: right;">DELETE</span></p> <p>Best Regards, based on the review results from the reviewers, the points we can take are: 1. The second reviewer suggests changing the title, asking about the use of research methods that are not in accordance with the application of the concept of metaphor (in the abstract and methodology sections) 2. The first reviewer understands the text is not using the concept of metaphor, but using a mixed method because it combines qualitative data, using word count or percentages. then it needs writing consistency in several sentences and drawing conclusions. We have improved our manuscript according to the directions and simultaneously answered the reviewer's questions. thank you for the opportunity and we are waiting for the best news.</p> <p>Cakrawala Pendidikan <a href="http://journal.uny.ac.id/index.php/cp">http://journal.uny.ac.id/index.php/cp</a></p>

# HOW ARE OUR PHYSICAL EDUCATION TEACHERS? A PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS

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**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.*

## 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; Yilmaz, 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.

## FINDINGS AND DISCUSSION

### Findings

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**

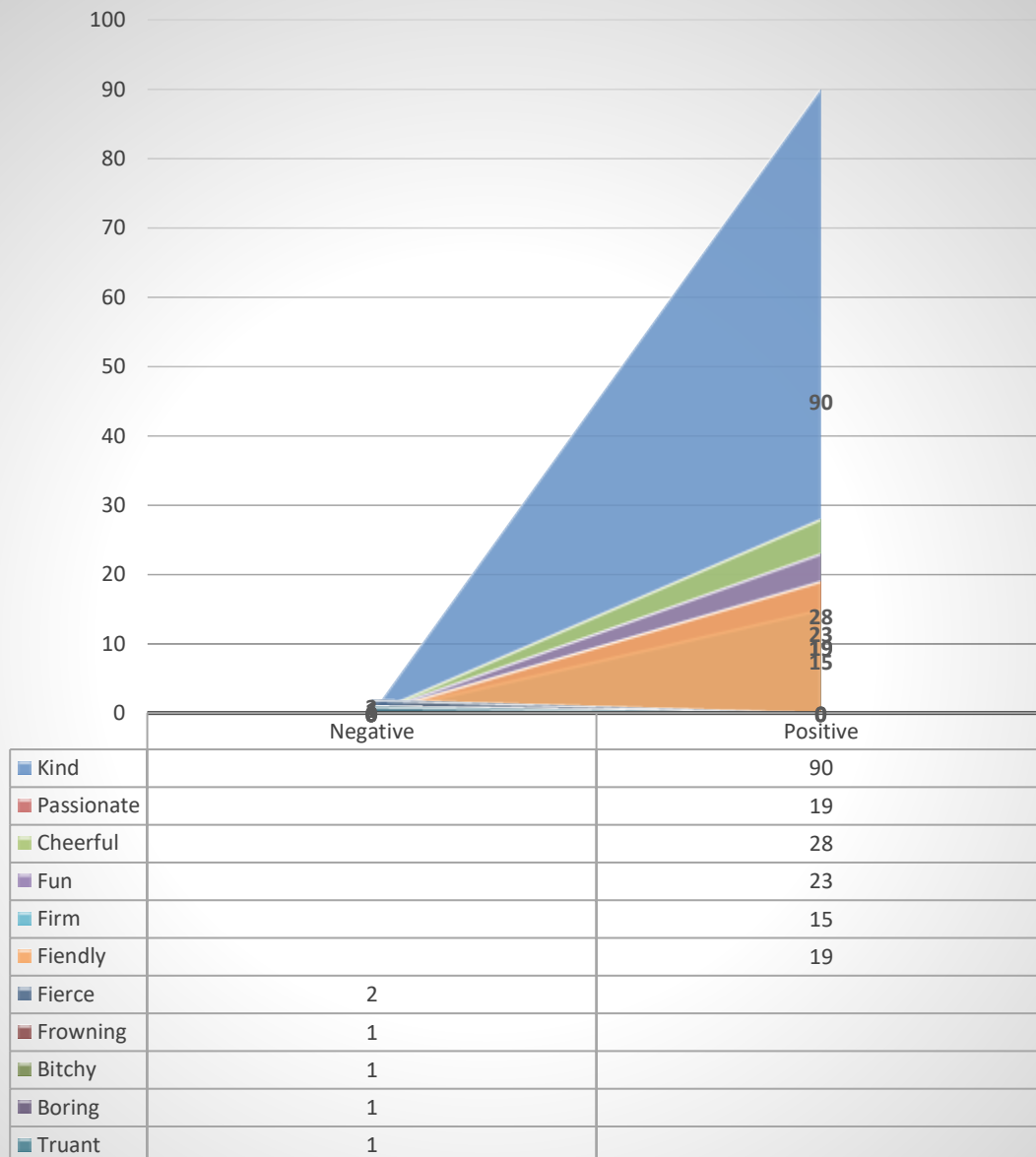
Metaphor Category	Gender			
	Boy		Girl	
	n	%	n	%
Positive	53	69.7	142	88.2
Negative	2	2.6	4	2.5
Unidentified	21	27.7	15	9.3
<b>Total</b>	<b>76</b>	<b>100</b>	<b>161</b>	<b>100</b>

**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
<b>Total</b>	<b>6</b>	<b>100</b>	<b>99</b>	<b>100</b>	<b>104</b>	<b>100</b>	<b>28</b>	<b>100</b>

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 figure 1). 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). Meanwhile, the negative words appearing include fierce, frowning, bitchy, boring, and truant.



**Figure 1. Frequently Appeared Keywords**

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.

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

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

## 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, Pyhältö, 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 (Eirín-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 (Muszkieta, Napierała, Cieślicka, Zukow, Kozina, Iermakov, & Górný, 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 (Widyaningsih, 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).

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## Mendapatkan balasan dari editor (round 2) [10 Desember 2022]

Editor 2022-12-10 08:15 PM	Subject: [CP] Editor Decision	DELETE
Bambang Priyono:		
We have reached a decision regarding your submission to Jurnal Cakrawala Pendidikan, "HOW ARE OUR PHYSICAL EDUCATION TEACHERS? A PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS".		
Our decision is: Revisions Required		
I hope this email finds you well. I am writing to you as a reviewer and editor for Cakrawala Pendidikan, regarding the manuscript titled "HOW ARE OUR PHYSICAL EDUCATION TEACHERS? A PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS" that you recently submitted to our journal		
During the initial review process, I noticed that there may be a discrepancy in the title of your manuscript. According to our records, the title mentioned in the submission is "HOW ARE OUR PHYSICAL EDUCATION TEACHERS? A PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS". However, I would like to clarify with you whether there have been any changes to the title or if the submitted title accurately reflects the content of your manuscript.		
Ensuring accuracy and consistency throughout the publication process, including the title of your manuscript, is of utmost importance. Therefore, I kindly request your confirmation regarding the title and whether any modifications have been made. If there have been changes, please provide us with the updated title so that we can proceed accordingly.		
Furthermore, to avoid any confusion or misunderstandings, I would like to verify if the following is indeed the revised title of your manuscript: "SENIOR HIGH SCHOOL STUDENTS' PERCEPTION OF PHYSICAL EDUCATION TEACHERS". Kindly confirm if this is the correct new title or provide us with the accurate title, if different from what was originally submitted. Please note that if a title change is necessary, it may also require adjustments in other sections of the manuscript, such as the abstract, keywords, and running head. Therefore, if any changes are required, I kindly ask you to review these sections as well and ensure they align with the revised title.		
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## Mengirim perbaikan naskah (revisi 2) melalui OJS [26 Desember 2022]

<p>Author 2022-12-26 09:50 PM</p>	<p><a href="http://journal.uny.ac.id/index.php/cp">http://journal.uny.ac.id/index.php/cp</a> Subject: HOW ARE OUR PHYSICAL EDUCATION TEACHERS? A PERCEPTION OF SENIOR HIGH SCHOOL STUDENTS <span style="float: right;">DELETE</span></p> <hr/>
	<p>Best Regards, based on the review results from the reviewers, the points we can take are:</p> <p>We welcome input from editors and reviewers. then the title of our article will be "SENIOR HIGH SCHOOL STUDENTS' PERCEPTION OF PHYSICAL EDUCATION TEACHERS"</p> <hr/> <p>Cakrawala Pendidikan <a href="http://journal.uny.ac.id/index.php/cp">http://journal.uny.ac.id/index.php/cp</a></p>

## Senior High School Students' Perception of Physical Education Teachers

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**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.*

### 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, & İlhan, 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.

## FINDINGS AND DISCUSSION

### Findings

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**

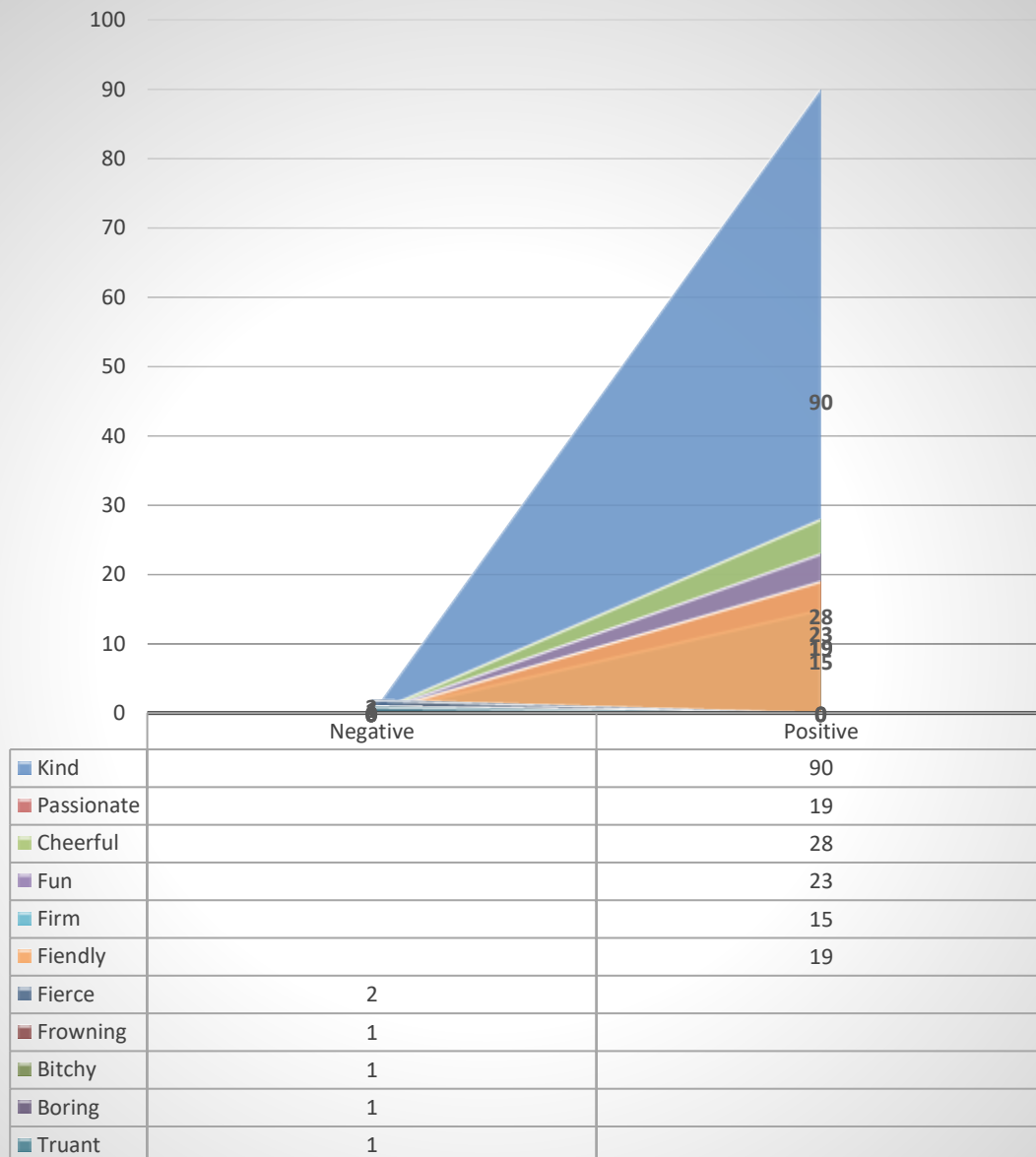
Metaphor Category	Gender			
	Boy		Girl	
	n	%	n	%
Positive	53	69.7	142	88.2
Negative	2	2.6	4	2.5
Unidentified	21	27.7	15	9.3
<b>Total</b>	76	100	161	100

**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
<b>Total</b>	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 figure 1). 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). Meanwhile, the negative words appearing include fierce, frowning, bitchy, boring, and truant.



**Figure 1. Frequently Appeared Keywords**

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.

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

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

## 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, Pyhältö, 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 (Eirín-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 (Muszkieta, Napierała, Cieślicka, Zukow, Kozina, Iermakov, & Górný, 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 (Widyaningsih, 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).

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## Senior high school students' perception of physical education teachers

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### 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

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## 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; Yilmaz, 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-Ioscortales, 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, Pyhältö, 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 (Eirín-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 (Muszkieta, Napierała, Cieślicka, Zukow, Kozina, Iermakov, & Górny, 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 (Widyaningsih, 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).

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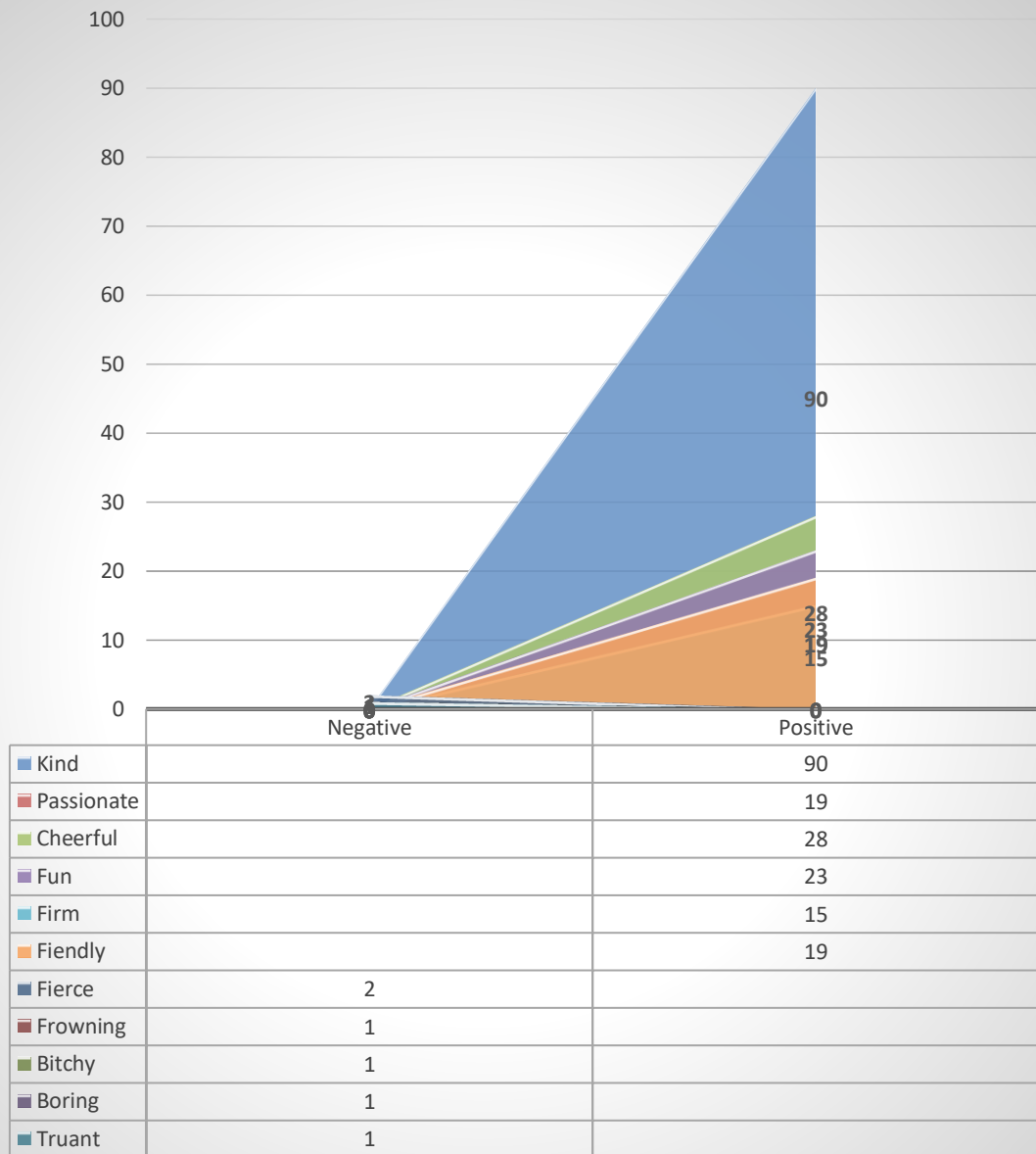
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**Appendices**



**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
<b>Keyword</b>			
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
<b>More than one keyword</b>			
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		
<b>Total</b>	<b>237</b>		

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