

# Teacher's Perspective About Teaching Effectiveness Barriers in Elementary Physical Education: Teachers Self-Evaluation

Mesa Rahmi Stephani\*, Agus Mahendra, Andi  
Suntoda, Gano Sumarno  
Primary Physical Education Program  
Universitas Pendidikan Indonesia  
Bandung, Indonesia  
\*mesarahmistephani@gmail.com

Gita Febria Friskawati  
Physical Education  
STKIP Pasundan  
Cimahi, Indonesia

**Abstract**—This study aims to look at the effectiveness of learning from the perspective of physical education teacher assessment. The population is a teacher who teaches Elementary School Physical Education. The method is descriptive study. The instrument used was Self Evaluation Teacher Effectiveness in Physical Education (SETEQ-PE). Data collection was carried out for two weeks through a Google form that was distributed through the school cluster coordinator. As many as 25 elementary school physical education teachers are willing to become respondents. The results showed that elementary school physical education teachers were very good at implementing physical education learning, but aspects of the use of technology in learning were still very rarely done by teachers. The implementation of this research can provide information for teachers to improve the quality of physical education teaching by increasing the use of technology in physical education learning.

**Keywords:** *physical education, teacher evaluation, teaching effectiveness*

## I. INTRODUCTION

Teachers are one of the most important things in the best student learning outcomes. Learning in the era of the industrial revolution 4.0 there are many conveniences both for teachers and students to get as much and broadest knowledge as possible. Learning is not limited to classrooms, but current learning can be done anytime and anywhere, by utilizing many internet facilities and software. Under these conditions, the teacher's role in learning is shifted. The current role of the teacher is not only to convey knowledge, but it can also provide meaningful learning for the future of students. The learning process will succeed when the teacher optimizes his role and authority in the classroom.

There are five factor students learning among the characteristic of teachers (49%) students (30%), teachers, the school environment, family environment, and their peers who have influence (7%) [1]. The level of quality of learning undertaken by large students influences starting from the characteristics of the teacher, in addition to the characteristics of the student's characteristics, it also greatly influences the

learning or not. Teachers who can understand student characteristics can optimize student potential.

The success of teaching which is largely determined by teacher factors, is also influenced by many factors that affect the quality of teaching physical education teachers that include teacher experiences, teacher preparation for teaching that deals with a graduate, the implementation of certification, pre or in service teacher training, and self-evaluation in teaching learning process [2]. Despite the fact that evaluation carried out by teachers can help students to accomplish a purpose learning process. Many studies have concluded that teachers' participation in standards-based performance assessments can help teachers improve their practice. Quality teachers and teaching lead to successful student outcomes, hence consideration of the evaluation of teachers and teaching is essential [3].

PE teachers who can create a learning environment to create an enjoyable learning experience for students will be easier to direct students towards achieving learning goals. More effective teachers have greater impact on positive student outcomes than less effective teachers [4]. But, in fact so many barriers that faced by PE teacher to create learning environment that can make student enjoy to learn- if there are hot in outdoor so can decrease student motivation especially girls, there are no or lack teaching tools, facilities, etc. The barriers that can influence quality teaching in physical education were identifying, such as institutional barriers, teacher related barriers and student related barriers [5]. The teacher related barriers were: 1) possessing low levels of confidence or interest in teaching physical education, 2) being unable to provide safely planned and structured lessons, 3) having had personal negative experiences in physical education and lacking training, knowledge, expertise and 4) qualifications to provide physical education [6]. The student related barriers were: 1) Student unwillingness to participate, 2) a dislike of activity, 3) a lack of understanding of the benefits of physical activity and 4) a decline in student interest [7]. This barrier that can influence quality teaching in physical education was identifying, such as institutional barriers, teacher related barriers and student related barriers [8].

This research is important to make quality teaching in physical education learning that can as soon as possible find the factors of problems or obstacles that actually influence the low effectiveness of physical education. In fact, there are many factors that can hinder the PE learning process, both because of low student learning motivation, lack of teacher's ability to teach physical education, to facilities and infrastructure that are less supportive making the effectiveness of physical education teaching less effective. Therefore, through this research, it is expected to be able to uncover these problems and be able to help in finding solutions to problems regarding the obstacles to physical education to the effectiveness of PE teaching process.

**II. METHOD**

This was descriptive study in elementary physical education teacher's perception about teaching barriers and the effectiveness of PE teaching process. The instrument to measuring teaching barriers was the Likert scale questionnaire. This instrument has 0.834 reliability score, and for measuring physical education teacher's perception about effectiveness of PE teaching process using Self Evaluation of Teacher Effectiveness in Physical Education (SETEQ) [5]. The questioner was 26 items with institutional, student- and teacher-related barriers. The population in this study were physical education teachers which numbered 21 people and sample were taken in total sampling. All of physical education teacher already agree to take a part in this research. The instrument was distribution by google form. The questionnaires were administered to the teachers at their respective schools. In addition, participants provided informed consent prior to completing the questionnaires. Data were analysed using percentage.

**III. RESULTS AND DISCUSSION**

The results of the study in the form of descriptive data of respondents are listed in Table 1, and the percentage of survey results are listed in Table 2.

**TABLE I. DESCRIPTIVE STATISTICS**

	Categorized	Description		Cum
		Freq	(%)	
Gender	Male	17	81.0	81.0
	Female	4	19.0	100.0
	Total	21	100.0	
Age	21-25 years old	5	23.8	4.8
	26-30 years old	6	28.6	42.9
	31-35 years old	8	38.1	81.0
	35-40 years old	2	9.5	90.5
	Total	21	100.00	
Teacher's Education Background	Bachelor Degree	18	85.7	85.7
	Master Degree	2	9.5	95.2
	Secondary School	1	4.8	100.0
	Total	21	100.0	
Teacher's Employment Status	Unpermanent Foundation's Teacher	13	61.9	61.9
	Permanent Foundation's Teacher	5	23.8	85.7
	Cont. Table I.			

	Permanent Teacher (Government Employees)	3	14.3	100.0
	Total	21	100.0	
Teaching Certified	Certified	17	81.0	81.0
	Not Yet Certified	4	19.0	100.0
	Total	21	100.0	

Total respondents were 21 people with 81.0% (17) men and 19% (4) women. 38.1% of respondents aged 31-35 years, 28.6% aged 26-30 years, and 23.8% aged 21-25 years, the remaining 35-40 years were 9.5% of the total respondents. As many as 85.7% have a Bachelor's education background. 9.5% hold a Masters degree and 4.8% still haven't graduated. 61.9% (13) Impermanent Foundation's Teachers, 23.8% (5), and 14.3% (3) government employees.

**TABLE II. PERCENTAGE OF TEACHER'S SELF EVALUATION**

SETEQ Indicator's	Category	Description		Cum
		Freq	(%)	
Learning Environment	Neutral	1	4.8	4.8
	Agree	14	66.7	71.4
	Strongly Agree	6	28.6	100.0
	Total	21	100.00	
Student and Teacher Assessment	Strongly Disagree	1	4.8	4.8
	Disagree	8	38.1	42.9
	Neutral	8	38.1	81.0
	Agree	2	9.5	90.5
	Strongly Agree	2	9.5	100.0
	Total	21	100.00	
Lesson Application	Neutral	5	23.8	23.8
	Agree	12	57.1	81.0
	Strongly Agree	4	19.0	100.0
	Total	21	100.0	
Use of Technology	Strongly Disagree	1	4.8	4.8
	Disagree	10	47.6	52.4
	Neutral	6	28.6	81.0
	Agree	3	14.3	95.2
	Strongly Agree	1	4.8	100.0
	Total	21	100.0	
Teaching Strategies	Disagree	1	4.8	4.8
	Neutral	6	28.6	33.3
	Agree	10	47.6	81.0
	Strongly Agree	4	19.0	100.0
	Total	21	100.0	
Learning Implementation	Neutral	1	4.8	4.8
	Agree	13	61.9	66.7
	Strongly Agree	7	33.3	100.0
	Total	21	100.0	

The data shows the effectiveness of teachers in learning Physical Education is quite good in aspects of learning implementation and learning environment. However, teachers still rarely involve students in assessing the learning process. An evaluation approach to the learning effectiveness process provides important information for teachers and students [9]. Contemporary learning activities can be optimal if the teacher can combine the use of technology in Physical Education learning. In this study, teachers still rarely implement technology in helping students achieve their learning goals. Factors that can support the quality of learning and learning

include the availability of learning and learning materials, safety and appropriateness of learning facilities, and time spent in classroom learning [10]. Teacher education background has an influence on the perspective of himself as an educator [11]. Class goals that have been set by Physical Education teachers become the main priority as a basis for the way they teach. So this factor will be seen from the way of classroom management, management of Physical Education learning time, active student learning time, and student discipline and responsibility in class [12]. In addition, teacher efforts to increase student interest in physical education learning, one of them is by increasing the professionalism of physical education teachers [13]. Curriculum incompatibility with teaching methods and strategies can be caused by discrepancies between students, teachers, supervisors, parents, trainers, and academics in the process of developing physical education [14].

#### IV. CONCLUSIONS

Teacher evaluation of its performance is important to do regularly. As an effort to improve the quality of teaching and professionalism of Physical Education teachers. The use of technology and learning evaluation involving students still requires improvisation from the Physical Education teacher, so that in the future they can optimize student learning outcomes.

#### REFERENCES

- [1] Chang, et al., International Bank for Reconstruction and Development. Washington DC: The World Bank, 2014.
- [2] J.K. Rice, Teacher quality: Understanding the effectiveness of teacher attributes. Washington DC: Economic Policy Institute, 2003.
- [3] J. Clinton, G. Dawson, "Enfranchising the profession through evaluation: a story from Australia," *Teachers and Teaching*, vol. 24(3), pp. 312-27, April 2018.
- [4] J. Hattie, Visible learning for teachers: Maximizing impact on learning. Routledge, March 2012.
- [5] P. Kyrgiridis, V. Derri, K. Emmanouilidou, E. Chlapoutaki & E. Kioumourtzoglou, "Development of a Questionnaire for Self-Evaluation of Teacher Effectiveness in Physical Education (SETEQ-PE)," *Measurement in Physical Education and Exercise Science*, vol. 18(2), pp. 73-90, 2014.
- [6] P.J. Morgan and V. Hansen, "Physical education in primary schools: Classroom teachers' perceptions of benefits and outcomes," *Health Education Journal*, vol. 67(3), pp. 196-207, 2008.
- [7] S. Dagkas and A. Stathi, "Exploring social and environmental factors affecting adolescents' participation in physical activity," *European Physical Education Review*, vol. 13(3), pp. 369-384, 2007.
- [8] K.B. Bevans, L.A. Fitzpatrick, B.M. Sanchez, A.W. Riley, C. Forrest, "Physical education resources, class management, and student physical activity levels: A structure-process-outcome approach to evaluating physical education effectiveness," *Journal of School Health*, vol. 80(12), pp. 573-80, December 2010.
- [9] R. Pišot, M. Plevnik, V. Štemberger, "Effective teaching in physical education: Slovenian perspective," *Research quarterly for exercise and sport*, vol. 85(2), pp. 153-6, April 2014.
- [10] Education for All (Project), Education for All Global Monitoring Report. Oxford: Oxford University Press, November 2007.
- [11] W. Ng, H. Nicholas, A. Williams, "School experience influences on pre-service teachers' evolving beliefs about effective teaching," *Teaching and Teacher education*, vol. 26(2), pp. 278-89, February 2010.
- [12] I. Sympas, N. Digelidis, A. Watt, M. Vicars, "Physical education teachers' experiences and beliefs of production and reproduction teaching approaches," *Teaching and Teacher Education*, vol. 66, pp. 184-94, August 2017.
- [13] M.Z. Husain, A. Hasan, N.B. Wahab, J. Jantan, "Determining teaching effectiveness for physical education teacher," *Procedia-Social and Behavioral Sciences*, vol. 172, pp. 733-40, January 2015.
- [14] A. Aktop, N. Karahan, "Physical education teacher's views of effective teaching methods in physical education," *Procedia-Social and Behavioral Sciences*, vol. 46, pp. 1910-3, January 2012.