

**Research Article**

## Students' perception of the teaching ability of physical education, sports, and health

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Background: Students' perception of teachers' abilities in teaching physical education and health sports is essential in improving the quality of physical education (PE) in schools. Understanding students' perceptions can be a foundation for improving teaching methods and motivating students to participate actively in physical activities. Objective: This study aims to determine students' perception of the teaching ability of physical education teachers at State Junior High School 1 Sidoarjo, East Java province, Indonesia. Methods: The research method used was a survey regarding students' perception of teachers' teaching ability. The instrument used in this study is the Formative Class Evaluation (FCE) questionnaire. This study involved 30 students. Qualitative and quantitative analysis to comprehensively understand students' perception of the ability to teach physical education and health sports subjects. Result: The results of the student assessment of PE teachers at State Junior High School 1 Sidoarjo through the overall FCE questionnaire from the indicators include a sizeable average result of 3.00, an average volition indicator of 2.83, an average method indicator of 2.57, while a cooperation indicator of the average is 2.60. With these results, the average overall student assessment of PE teachers of State Junior High School 1 Sidoarjo is 2.78, with a standard score of 5, and is included in the excellent category. Conclusion: This research concludes that a PE teacher assessment instrument is needed to implement learning to determine how PE teachers carry out the learning process for their students.

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**Introduction**

Currently, physical education, sports and health play an important role in student development in schools (Saputro et al., 2021; Varea & González-Calvo, 2020). However, to ensure the effectiveness of physical education (PE) teaching, it is essential to understand how students assess their teachers' teaching abilities in these subjects (Malady, 2022). Research on students' perception of PE teaching ability is essential in improving the quality of physical education in schools. Thus, understanding students' perceptions can be the foundation for improving teaching methods and motivating students to participate in physical activities actively. According to the opinion (Zalech, 2021; Muhyi et al., 2021), several factors can affect students' perception of PE teaching ability. One of them is the teaching method used by teachers. An innovative and exciting approach can increase students' interest in PE learning (Arifin & Firmansyah, 2020; Radu et al., 2020). In addition, the involvement of teachers in physical activities with students can also affect students' learning experience. Teachers actively involved in physical activities can set a good example and build close relationships with students (Zalech, 2021; Ding et al., 2020).

In addition, adequate facilities and equipment can affect students' perception of PE Teachers' teaching skills. Students tend to be more motivated if they have access to good sports facilities and equipment that supports physical activity (Opstoel et al., 2020; Sihombing, 2021). With a better understanding of students' perceptions of PE teachers' teaching abilities, steps can be taken to improve

the quality of teaching and learning in PE subjects (Muhyi et al., 2021). The preparation of training and development programs for PE teachers can be carried out based on the results of this research on student perception. Teachers can be provided with training on innovative teaching methods that can increase students' interest in learning and ways to be more actively involved in physical activities with students. In addition, Yusof & Wahab (2019) added that school management could also use the results of this research as a basis for improving sports facilities and equipment in schools to improve student's learning experience in PE subjects (Kalajas-Tilga et al., 2020). Through a better understanding of students' perceptions of physical education (PE) teaching ability, it is hoped that the quality of PE, sports, and health in schools can continue to improve, and students can be more motivated to actively participate in physical activities to improve their health and well-being.

In addition to these factors, the relationship between students and teachers shapes students' perceptions of PE teaching abilities (Rufroon et al., 2021). According to the opinion of Setyawan et al. (2022), good communication between students and teachers can create a positive and supportive learning environment (Rock et al., 2020). Teachers must pay attention to each student and provide the support and motivation needed to increase their participation and achievement in PE subjects. Thus, it is not only necessary to improve the material and facility aspects but also to build a good relationship between students and teachers in PE subjects.

This research is expected to contribute to efforts to improve the quality of physical education, sports, and health in schools and provide a more comprehensive view of efforts to increase student participation in physical activities. Several previous studies found that the level of teacher involvement in physical activities outside the classroom can positively impact students' interest and participation in PE lessons (Tang & Chan, 2012; Varea et al., 2022). In addition, students' acceptance of teachers can also be influenced by the interpersonal relationship between teachers and students and the learning atmosphere created in the classroom. Furthermore, students' physical and psychological aspects can also affect their perception of PE teaching ability (Prawitasari & Suharto, 2020). Students with positive sports experiences may be more likely to rate PE teachers well (Redawati & Asnaldi, 2017). On the other hand, students who face difficulties in PE lessons or have specific physical disabilities may judge teachers from different perspectives.

In addition to the factors already mentioned, the school environment and supporting infrastructure can contribute to student perception (Warburton et al., 2020). Excellent and safe sports facilities can create a positive learning experience for students, which can affect their perception of PE teachers' teaching abilities. In addition, a supportive school environment and facilities can also play an essential role in shaping students' perception of PE (Jeong & So, 2020), which states that adequate and well-maintained sports facilities can create a positive learning experience for students. In order to comprehensively understand students' perception of PE teachers' teaching ability, this study will use a mixed method that includes surveys of students, observation of learning activities, and interviews with PE teachers. This is expected to provide a comprehensive understanding of the factors that affect student perception and provide valuable insights to improve PE teaching in schools. Thus, in compiling research on students' perceptions of PE teaching ability, it is essential to consider various factors affecting student perception and the overall quality of PE teaching. Thus, the results of this study can be the basis for the development of more effective teaching strategies and can increase students' interest and participation in PE subjects.

## Method

### Research Design

In this study, a survey method will be used to collect data on students' perception of the teaching ability of physical education teachers at State Junior High School 1 Sidoarjo. The survey will be conducted by distributing questionnaires to students.

### Participants

This research involved 30 students, consisting of 19 male students and 11 female students with an age range of 13-14 years.

### Data Analysis

The questionnaire used in this study is the Formative Class Evaluation (FCE) (Suroto, 2005). All data collected will be analyzed quantitatively to understand students' perceptions of their ability to teach physical education, sports, and health subjects.

## Results and Discussion

### Result

The results of this study will explain the results of the FCE questionnaire distributed to students; here are the overall results:

Table 1. FCE Questionnaire Overall Results Recap

Dimension	Items	Score		Total Score (30)
		Male (19)	Female (11)	
Result	1. Impressive Experience	3,00	3,00	3,00
	2. Skill	3,00	3,00	
	3. Knowlege	3,00	3,00	
	Score of Dimension	3,00	3,00	
Volition	4. Doing One's Best	2,58	3,00	2,83
	5. Fun	3,00	2,82	
	Score of Dimension	2,79	2,91	
Method	6. Spontaneous Learning	3,00	3,00	2,57
	7. Learning Of Your Own Goal	2,05	2,27	
	Score of Dimension	2,53	2,64	
Cooperation	8. Friendly Learning	2,26	2,09	2,60
	9. Cooperative Learning	3,00	3,00	
	Score of Dimension	2,63	2,55	
Total Score		2,77	2,80	2,78

Table 1 shows that female students have an overall average rating that is better than male students at 2.80. On the result indicator, male and female students have the same average score of 3.00. In contrast, female students had a better average score on the volition and method indicators than male students at 2.91 and 2.64. Only on the cooperation indicator, male students have a better average score than female students, 2.63. Overall, the student assessment results of PE teachers at State Junior High School 1 Sidoarjo were 2.78 with a standard score of 5 and included in the excellent category.

Table 2. Results of Male Students' Assessment of PE Teachers

Dimension	Items	Score Male (19)	Score Of Dimension
Result	1. Impressive Experience	3,00	3,00
	2. Skill	3,00	
	3. Knowlege	3,00	
	Score of Dimension	3,00	
Volition	4. Doing One's Best	2,58	2,79
	5. Fun	3,00	
	Score of Dimension	2,79	
Method	6. Spontaneous Learning	3,00	2,53
	7. Learning of Your own Goal	2,27	
	Score of Dimension	2,64	
Cooperation	8. Friendly Learning	2,26	2,63
	9. Cooperative Learning	3,00	
	Score of Dimension	2,63	
Total Score			2,77

Table 2 shows that the results of the assessment of *male* students for physical education teachers through the FCE questionnaire are known. The results of the dimension result have the highest average compared to the dimensions of volition, method, and cooperation, namely 3.00; this shows that the physical education learning received by students is good in terms of impressive learning aspects, new movement experiences, and understanding the material taught by the teacher.

Table 3. Results of Female Students' Assessment of PE Teachers

Dimension	Items	Score Female (11)	Total Score
Result	1. Impressive Experience	3,00	3,00
	2. Skill	3,00	
	3. Knowlege	3,00	
	Score Of Dimension	3,00	
Volition	4. Doing One's Best	3,00	2,91
	5. Fun	2,82	
	Score Of Dimension	2,91	
Method	6. Spontaneous Learning	3,00	2,64
	7. Learning Of Your Own Goal	2,05	
	Score Of Dimension	2,53	
Cooperation	8. Friendly Learning	2,09	2,55
	9. Cooperative Learning	3,00	
	Score Of Dimension	2,55	
Total Score			2,80

Table 3 shows that the results of the assessment of *female* students for physical education teachers through the FCE questionnaire are known. The results of the cooperation dimension have a lower average value than the result, volition, and method dimensions, namely 2.55. This shows that students

are less likely to practice hard in learning new movements in the material their teacher exemplifies and tend to want to avoid learning with other friends.

Based on the analysis of survey and observation data, there is a variation in student's perception of the teaching ability of physical education teachers. Some students expressed satisfaction and appreciation for the teaching methods used, while others expressed dissatisfaction with the approach applied by the teachers. [Merlo et al. \(2020\)](#) explained that observation also showed differences in the level of involvement and interaction between teachers and students in various classes. A more in-depth analysis of the factors that affect students' perception of the teaching ability of physical education teachers will include several aspects.

First, an analysis will be carried out on the teaching methods used by the teachers. This includes the use of learning media, teaching approach variations, and material delivery clarity. [Juwait & Siew \(2022\)](#) explain the social and psychological factors that can affect student perception, such as interaction between teachers and students, social support, and student motivation in learning. Based on the analysis carried out, further improvement measures can be designed ([Goethals et al., 2020](#)). This can include training and professional development for physical education teachers, implementing more innovative and responsive teaching methods to student needs, and creating a learning environment that supports positive interactions between teachers and students ([Stricker et al., 2020](#)).

The results of interviews with physical education teachers revealed a variety of teaching approaches they used. Some teachers prioritize using interactive learning media and a variety of learning approaches to increase student engagement ([Aubert et al., 2022](#)). However, the challenges teachers face include limited resources and physical space, which affect the effectiveness of teaching methods. Based on the findings of the interviews and analyses conducted, several recommendations for improvement can be submitted. First, physical education teachers need professional development to improve their teaching skills and use limited resources more effectively. In addition, applying innovative teaching methods responsive to student needs can help improve the quality of physical education learning in sports and health ([O'Brien et al., 2020](#)). Furthermore, creating a learning environment that supports positive interaction between teachers and students must also be considered ([An, 2020](#)). This can include establishing student involvement programs in decision-making related to learning so that students feel interested in the learning process.

Physical education teachers play a vital role in promoting physical activity and healthy lifestyles among students, and it is crucial to ensure that they possess the necessary competencies to carry out their responsibilities effectively. One key aspect of enhancing physical education teachers' competence is to focus on developing their in-depth content knowledge and pedagogical skills. This can be achieved through various evidence-based practices within physical education teacher education programs, such as incorporating teaching approaches that foster a deeper understanding of the subject matter and its effective delivery.

Physical education teachers need to have a comprehensive understanding of the different content areas they are required to teach, as this allows them to address the complex and multifaceted demands of teaching in today's schools ([Timm & Barth, 2021](#)). Furthermore, effective physical education teachers should be able to design learning experiences that promote acquiring skills, knowledge, and dispositions that encourage a physically active lifestyle among students ([Verde & Valero, 2021](#)). In addition to content knowledge and pedagogical skills, it is crucial for physical education teachers to create a supportive and inclusive environment that fosters intrinsic motivation for physical activity ([Thurm & Barzel, 2020](#)).

## **Conslusions**

Improving the quality of physical education learning requires joint efforts from teachers, students, and other related parties. With the implementation of the improvement recommendations that have

been submitted, it is hoped that student's perception of the teaching ability of physical education teachers can be improved and positively impact the overall student learning experience. Thus, this study will significantly improve PE teachers' teaching ability and students' perception of physical education learning, sports, and health.

### Authors' contributions

MAI is responsible for data compilation, analysis, article conception, writing, and revision. JR and S are responsible for article conceptualization and strict and critically revised manuscripts. All authors read and approved the final manuscript.

### Competing interests

The authors declare no competing interests.

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