



## Self-Evaluation of Physical Education Teacher

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### Abstract

Changes in the level of teacher competency are continually improved through evaluation, ensuring that the learning that is applied to students remains innovative. The goal of this study was to discover physical education teachers' self-evaluation of teaching effectiveness. This study is descriptive that employs the survey approach. Fifty-one elementary school physical education teachers in South Sulawesi Province (aged 20 to 58 years) volunteered to participate in this study. The Self-Evaluation of Teacher Effectiveness Questionnaire in Physical Education (SETEQ-PE) was utilized in this study to assess teacher effectiveness in teaching physical education. This efficacy is measured using six components: learning environment, teacher and student evaluation, application of learning content, use of technology, teaching methodologies, and lesson execution. The findings revealed that the overall average physical education teachers' teaching effectiveness score was in the high range (140). In terms of gender, male instructors have a high average score (139.5), whereas female teachers have a very high average score (139.5). (142). Even though female teachers have a higher score than male teachers, there is no significant difference in their scores, with a significance value of 0.731. Given the small sample size of this study, additional research should be undertaken on a broader scale to investigate other aspects that may influence teaching effectiveness.

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## INTRODUCTION

Physical education is a strategic subject in schools because it can improve students' cognitive and even affective abilities in addition to developing their psychomotor skills. More specifically, general-purpose physical education classification includes physical, movement, mental, and social development (Mustafa, 2022; Pérez et al., 2021). In order of prevalence, the following curricular goals of physical education are listed: development of specific motor and sports skills, promotion of health-related fitness and active lifestyles, and personal, social, and moral development (Hardman, 2013; Sulaiman, 2022). To develop physical education and achieve its goals, schools must have physical education teachers who are competent and adaptable to the fast-changing times. Physical education teachers must be competent because they are responsible for guiding students to academic success (Yanova et al., 2019). Physical education learning in schools with holistic goals and broad scopes impacts variations in the implementation of learning by physical education teachers. It is not uncommon to come across learning implementations that do not adhere to the curriculum as expected by national-level curriculum developers (Whittle & MacPhail, 2020).

One of the processes taken by teachers to improve their competence is to develop teaching skills. In the process of developing teaching skills that are not instantaneous, teachers need feedback (Ronen, 2022). Self-evaluation can be the feedback the teacher needs. In self-evaluation, teachers are advised to self-evaluate based on criteria and standards for effective teaching to develop teaching skills in a documented way (Su et al., 2022). This means that the development of teaching

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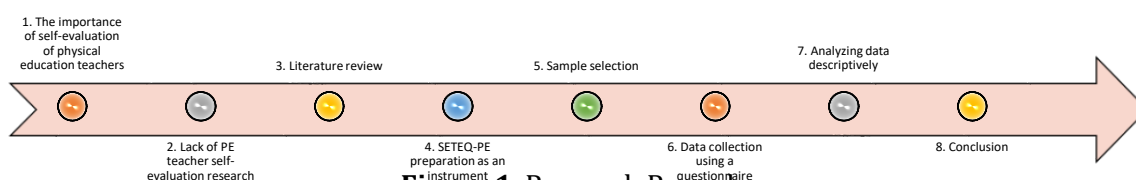
effectiveness is needed. Criteria for effective teaching will be able to add to the body of knowledge about the effectiveness of teacher teaching as a guideline for the implementation and evaluation of effective teaching (Chaeruddin et al., 2022; Ermianto, 2022). Physical education teacher self-evaluations, which can be included in the teacher evaluation process, can help teachers identify their level of competence and effectiveness as physical education teachers and can also assist teachers in making changes. In simpler terms, this self-evaluation can be feedback for teachers in mastering teaching skills. Self-evaluations of physical education teachers tend to vary because the implementation of learning can be influenced by differences in demographic conditions, technological developments, social standards, teaching experience, culture, and gender (Toros et al., 2015).

Various physical education goals theoretically influence the practical context of teaching physical education in schools. This impacts the variety of teaching skills mastered by physical education teachers in achieving the goals set according to their needs. There is little empirical evidence revealing the evaluation of physical education teachers in schools. Several studies have been conducted on the evaluation of physical education teacher learning (Cheng, 2021; Ozgul et al., 2018; Su et al., 2022). This research explains that evaluation provides progress, success, and teacher development to implement more effective and innovative learning in teaching and learning activities.

For this reason, evaluation activities must continue to be carried out. However, research on the six evaluation components (learning environment, teacher and student assessment, application of learning content, use of technology, teaching strategies, and implementation of learning) has not been carried out. The evaluation has only emphasized *countenance* (Kurniawan et al., 2018) and learning during a pandemic (Ngatman et al., 2022; Parma et al., 2022). One of these evaluations was revealed through research by Suherman, which revealed that physical education teachers in Indonesia tend to apply sports content in their teaching. Whereas theoretically, physical education teaching must be adjusted to many factors such as the condition of students, schools, equipment, and other factors (Suherman, 2010). This proves that the possibility of teachers of knowledge about the teaching of physical education teachers is still low. However, there is no specific empirical evidence regarding the evaluation of teaching effectiveness.

## METHOD

This descriptive study employs a cross-sectional survey method (Robert k Yin, 2019). In general, cross-sectional research is a research methodology that uses a large dataset to examine a large number of cases and the relationship between variables. This large number of cases and variables allows for an intersectional analysis, which compares many cases and variables. This study also looked at gender differences in self-evaluation results for physical education teachers. This study lasted three months. The subjects of this study were 51 elementary school physical education teachers from the province of South Sulawesi who volunteered to participate. The Self-Evaluation of Teacher Effectiveness Questionnaire in Physical Education (SETEQ-PE) was used in this study to measure teacher effectiveness in teaching physical education in schools (Kyrgiridis et al., 2014). This effectiveness will be measured using six components: learning environment, teacher and student assessment, application of physical education content, use of technology, teaching strategies, and lesson implementation. This study evaluates physical education teachers based on these six components. This scale's assessment scale employs a Likert scale with four response options: never (TP), rarely (J), frequently (S), and very frequently (SS). Items are scored from one to four, with one being the TP response and four being the SS response. The research data was then descriptively analyzed and classified into four categories: very high, high, low, and very low. Data were analyzed descriptively as well as gender-specifically. Figure 1 depicts the flow of thought in this study.



**Figure 1. Research Procedure**  
**RESULTS AND DISCUSSION**

## Results

In this study, physical education teachers self-evaluated their teaching effectiveness in six areas: learning environment, teacher and student assessment, application of learning content, use of technology, teaching strategies, and lesson implementation. Table 1 below analyzes and describes these six aspects in detail.

**Table 1.** Descriptive Analysis Results

	Male (n = 36)	Female (n = 15)	Overall (n = 51)
<b>Learning Environment</b>			
Mean (SD)	27,7 (5,8)	28,5 (6,6)	27,9 (6)
Median [Min, Max]	29 [9, 35]	30 [14, 35]	29 [9, 35]
<b>Student and teacher assessment</b>			
Mean (SD)	25,6 (5,6)	27,4 (5)	26,1 (5,5)
Median [Min, Max]	25 [16, 35]	28 [16, 35]	27 [16, 35]
<b>Application of the content of Physical Education</b>			
Mean (SD)	23,3 (4,1)	21,9 (5,7)	22,9 (4,6)
Median [Min, Max]	24 [13, 28]	23 [7, 28]	24 [7, 28]
<b>Use of technology</b>			
Mean (SD)	17,5 (6,5)	18,8 (6,1)	17,9 (6,4)
Median [Min, Max]	19 [4, 28]	20 [6, 28]	19 [4, 28]
<b>Teaching strategies</b>			
Mean (SD)	22,1 (3,9)	22,9 (3,3)	22,3 (3,7)
Median [Min, Max]	23 [15, 28]	23 [17,28]	23 [15, 28]
<b>Lesson Implementation</b>			
Mean (SD)	23 (2,8)	22,3 (3,9)	22,8 (3,1)
Median [Min, Max]	24 [15, 26]	23 [12, 26]	24 [12, 26]
<b>Total</b>			
Mean (SD)	139,5 (21,8)	142 (24,8)	140,2 (22,5)
Median [Min, Max]	136,5 [104, 178]	148 [96, 180]	143 [96,1]

The description data above shows that the overall average score of the teaching effectiveness of physical education teachers is in the high category (140), precisely, 50.98% of teachers in the very high score category and 47.05% of teachers in the high category. Only one teacher (1.9%) is in the low category, and no teacher is in the very low category. Regarding gender, the average score of male teachers is in the high category (139.5), and female teachers are also in the very high category (142). Frequency data were also analyzed and divided based on the effectiveness of physical education teaching. In the aspect of the learning environment, 66.7% (34) teachers are in the very high category, 25.5% (13) teachers are in the high category, 5.8% (3) teachers are in a low category, and 1.9% (1) teachers are in the very low category. In the aspect of teacher and student assessment, 49% (25) teachers are in the very high category, 37.3% (19) teachers are in the high category, 13.7% (7) teachers are in a low category, and 0% (0) teacher is in the very low category. In the aspect of implementing learning content, 70.6% (36) teachers are in the very high category, 23.5% (12) teachers are in the high category, 3.9% (2) teachers are in a low category, and 1.9% (1) teachers are in the very low category.

Furthermore, in the aspect of using technology, 35.3% (18) teachers are in the very high category, 29.4% (15) teachers are in the high category, 23.5% (12) teachers are in a low category, and 11.8% (6) teachers are in the very low category. In the aspect of teaching strategy, 62.7% (32) teachers are in the very high category, 33.4% (17) teachers are in the high category, 3.9% (2) teachers are in a low category, and 0% (0) teacher is in the very low category. In the aspect of teaching implementation, 74.5% (38) teachers are in the very high category, 21.6% (11) teachers are in the high category, 3.9% (2) teachers are in a low category, and 0% (0) teacher is in the very low category.

Furthermore, based on the results of descriptive analysis of self-evaluation data on the effectiveness of teaching physical education teachers by gender, although the score of female teachers is higher than male teachers, it can be seen that there is no significant difference in the scores of the two genders with a significance value of 0.731.

## Discussion

The goal of this study was to discover physical education teachers' self-evaluation of the effectiveness of their teaching. This is significant because physical education learning necessitates a variety of physical activities and games to achieve broad learning objectives (Hidayat & Juniar, 2020). Physical education teachers typically develop teaching methods based on their experiences, student needs, and peer influence (Suganda et al., 2022; Todd et al., 2016). As a result, an evaluation that can explain the teaching conditions of physical education teachers in schools as a whole is required. The teacher's self-evaluation is a systematic process for determining or making decisions about the extent to which students have achieved the teaching objectives (Astuti, 2022). Self-evaluation is also known as self-assessment. It was revealed that self-assessment could be used as a practical assessment tool for teachers to determine their ability to meet (Blank, 2018).

According to the findings, the overall average score of physical education teachers was in the high range. This demonstrates that, despite differences in teacher demographics, primary school physical education teachers in South Sulawesi Province generally employ fairly effective teaching methods, despite previous research indicating that physical education teachers vary in their curriculum reference values. They usually base their learning on the state of the school facilities, the number of students, and the social environment (Suherman, 2010). The teacher's planning factor may have an impact on this outcome. It was revealed that good planning could indirectly improve the effectiveness of physical education teachers (Asmar, 2020).

There was no significant difference in teaching effectiveness scores between male and female teachers in this study. This result differs significantly from previous research on teaching effectiveness, which revealed that female and male teachers have very different perspectives on the effectiveness of teaching physical education (Toros et al., 2015). However, the study's findings show that female teachers outperform male teachers in performance. This suggests that female teachers are more confident and effective in providing physical education instruction tailored to their students' needs.

Although the results show high self-evaluation scores, the same results may not be possible in other areas outside of this study. But, at the very least, this study demonstrates the significance of determining teaching quality. This study reveals the state of teacher teaching in schools, which is rarely carried out, even though it is based on self-evaluation. Evaluating the quality of teaching is an important factor in determining the quality of physical education instruction (Pithouse-Morgan, 2022). This study can, at the very least, help teachers assess the quality of their instruction. This is significant because physical education learning is quite complex and can be influenced by a variety of factors, including the teacher's knowledge, self-confidence, and external conditions such as the availability of facilities and infrastructure (Abdulla et al., 2022; Hyndman, 2017; Lacy & Williams, 2018; Powell et al., 2019).

## CONCLUSION

The study's findings revealed that the average score of the teaching effectiveness of physical education teachers in elementary schools in South Sulawesi Province was in the high category. The study's findings were also broken down by gender. While the average score of female teachers was higher than that of male teachers, no significant differences were discovered. Further research into teaching effectiveness is expected to yield a larger sample size. Furthermore, additional research can be conducted to examine other factors that may influence the effectiveness of physical education teachers.

## AUTHOR CONTRIBUTION STATEMENT

AR and AHH were responsible for producing the final manuscript and participating in data collection procedures; MZ was tasked with finding research samples for this experiment and assisting with data collection. H supervised the conduct of the study and designed the experiments, FF handled data analysis.

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