



Perceptions of Junior and Senior High School Physical Education Teachers About the Quality of Physical Education in Semarang City

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Abstract

Quality of physical education specifically in the city of Semarang has not been identified. In this research, we examine the quality of physical education from the perspective of physical education teachers using Quality Physical Education Assessment analysis through 8 indicators.

This research is a type of survey research using a mixed method approach. The research location is in Semarang City with the target being teachers from all junior high school and senior high school in Semarang City. The sampling technique uses total sampling and multistage random sampling. The data collection instruments were carried out using questionnaires, interviews, observation and documentation. Data analysis uses Quality Physical Education Assessment with the Excel program.

Research results: 1) Skill Development and Bodily Awareness got an average score of 4.0 in the high category with a percentage of 77%, 2) Facilities and Norms in Physical Education got an average score of 4.26 in the high category with a percentage 90%, 3) Quality Teaching of Physical Education gets an average score of 4.18 in the high category with a percentage of 86%, 4) Plan for Feasibility of Physical Education gets an average score of 3.54 in the medium category with percentage 49%, 5) Social Norms and Cultural Practice gets an average score of 3.66 in the medium category with a percentage of 61%, 6) Governmental Input for Physical Education gets an average score of 4.14 in the high category with percentage 86%, 7) Cognitive Skill Development got an average score of 4.02 in the high category with a percentage of 81%, 8) Habituated Behavior in Physical Activity got an average score of 3.99 in the high category with a percentage of 77 %.

The conclusion is that the quality of physical education is in the high category on 6 indicators and in the medium category on 2 indicators. The advice given by researchers is for teachers, government and stakeholders to continue to support and increase activities that improve the quality of physical education in general and specifically.

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INTRODUCTION

Physical education is included in educational sports in Indonesia legally regulated in Law Number 11 of 2022 concerning Sports which regulates the development of sports nationally, which includes not only educational sports but also sports achievements and recreation. The systematics and scope of national sports, which also includes educational sports, are included in the big plan for Indonesian sports, which we know today as the Grand National Sports Design or what we usually shorten as DBON. DBON is now the guide and spearhead of national sports in various fields, including educational sports. Sport in DBON is one of the main things to drive the wheels of national sports success as the foundation for sporting achievements. Physical education covers aspects of education as a whole, but behind that the status and quality of physical education is still a big problem because it cannot be known with certainty (Setyawan, 2016). This is a serious problem and is included in one of DBON's targets to have sports education, in this case quality physical education. The public's view of physical education in Indonesia is currently in a worrying condition, some people think that physical education only brings fatigue rather than other greater benefits because the quality of physical education teachers is generally poor. inadequate and less able to carry out their profession competently (Rachman, 2011). At the elementary school, secondary school and even tertiary levels, the physical education learning process is less than optimal due to the limited capacity of teachers (Saifuddin, 2017). Make sure that work can be repeated according to the details provided. It contains technical information of the study presented clearly. Therefore, readers can conduct research based

on the techniques presented. Materials and equipment specifications are necessary. Approaches or procedures of study together with data analysis methods must be presented.

Quality Physical Education Assessment has been thoroughly researched and tested by Walter King Yan Ho, Md. Dilsad Ahmed & Klaudia Kukurova since 2013 in a joint program of 4 international associations consisting of the International Society for Comparative Physical Education and Sport (ISCPES), the Fédération Internationale D'éducation Physique (FIEP), the International Association of Physical Education and Sport for Girls and Women (IAPESGW), and the International Federation of Adapted Physical Activity (IFAPA). QPE was designed by focusing on general issues of expert perception regarding the quality of physical education, the quality of physical education in learning, and supporting issues in the development of QPE. This questionnaire was distributed in 2014 and the data collected was officially recorded in 2015 where more than 1609 sports and physical education experts participated in data collection in Asia, Europe and Latin America and articles about QPE began to be studied through a number of publications published since 2014. 2017 to 2019 (Ho et al, 2019a, 2018, 2019b; W.K.Y. Ho et al., 2017).

Based on the facts revealed, the researcher was dissatisfied with the results of research in the field because the quality of physical education using QPE analysis in Semarang City and even in Central Java itself had never been carried out so it could not describe the quality of physical education specifically. QPE itself can and can be used to measure the quality of physical education in Indonesia because QPE has also been used by countries in Asia to see the quality of physical education in their regions where the conditions of

the people are not much different. Meanwhile, the closest neighboring countries have used the QPE instrument as a measuring tool. the quality of physical education is Malaysia, the Philippines, China, Japan, Korea, Iran, India (Ho et al, 2021). Therefore, through this thesis research, and the researcher himself has previously conducted similar research using the Sport Development Index concept in Gunungpati District, Semarang City and Pekalongan City as a whole, the researcher wishes to try to explore and examine the extent of the quality of physical education in Semarang City from the perspective of Perceptions of physical education teachers through Quality Physical Education Assessment analysis starting from the scope of high school education levels in the city of Semarang.

METHODS

This research is a type of survey research using a mixed method approach. the research location is in Semarang City with the target being teachers from all junior high school and senior high school in semarang city.

Table 1. Population Distribution

No	Responden	Population Size		
		SMP	SMA	SMK
1.	PE Teacher	190	152	165
2.	Student	62.851	30.668	35.458
3.	Students Parents	62.851	30.668	35.458
4.	Principals & Non-PE Teachers	3.560	1.849	2.267
5.	Government / Policy Maker / Education Department	1	1	

Source : Data Pokok Pendidikan

The sampling technique uses total sampling and multistage random sampling. This data is divided into 2 types, namely primary data and secondary data. Primary data is data obtained from PJOK teachers as the main data in this research, while secondary data is data obtained from parents, students, policy makers, school principals and non-Pjok teachers to function as complementary and comparative data to the main data. The sampling technique used is adjusted based on the type of data and total population size so that the samples taken can truly describe the real phenomena that exist. for primary data with corner teacher respondents, simple random sampling techniques will be used. the number of samples for primary data is determined using the slovin formula. By using the slovin formula to determine the sample size, the results obtained were 425 respondents to be the sample from the primary data. meanwhile, for secondary data with policy-making respondents, total sampling techniques will be used because the population is small. then for secondary data with student respondents, parents, school principals and non-pjok teachers, multistage random sampling techniques will be used because the population is very large, reaching hundreds of thousands of respondents. multistage random sampling is a combination of 2 data collection techniques, namely cluster sampling and stratified random sampling.

Secondary data using the cluster sampling technique which is part of the multistage random sampling technique is divided based on the largest, medium and smallest area clusters in the city of semarang.

Table 2. Regional Cluster Division

Smallest Region	Medium Region	Largest Region
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Kec. Semarang Tengah	Kec. Pedurungan	Kec. Tembalang
Kec. Semarang Timur	Kec. Semarang Barat	Kec. Ngaliyan
Kec. Semarang Selatan	Kec. Genuk	Kec. Mijen
Kec. Gayamsari	Kec. Tugu	Kec. Gunungpati
Kec. Candisari	Kec. Banyumanik	
Kec. Gajah Mungkur		
Kec. Semarang Utara		

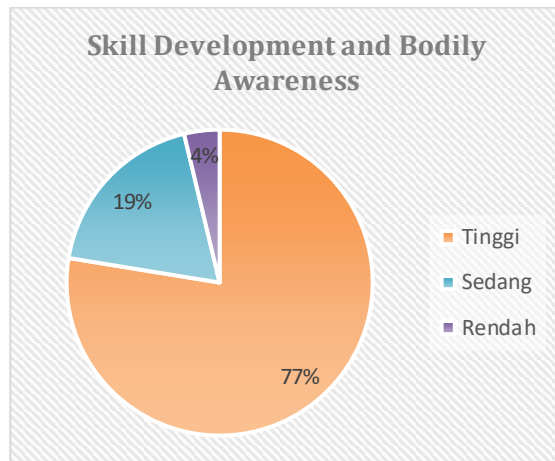
Source : Badan Pusat Statistik

Then, after being divided based on regional clusters, 3 sub-districts were taken at random for each cluster, then for each sub-district it was subdivided again based on education unit strata using stratified random sampling technique, 1 school each for each level stratum. middle school, high school and vocational school education randomly. For each type of respondent, 5 people were taken to fill out the questionnaire and conduct interviews as companion data to complete the main data. The data collection instruments were carried out using questionnaires, interviews, observation and documentation. data analysis uses quality physical education assessment with the excel program to obtain conclusions from existing phenomena.

RESULTS AND DISCUSSION

Results

The Skill Development and Bodily Awareness (SDBA) factor got an average score of 4.0 in the high category with a percentage of 77%.

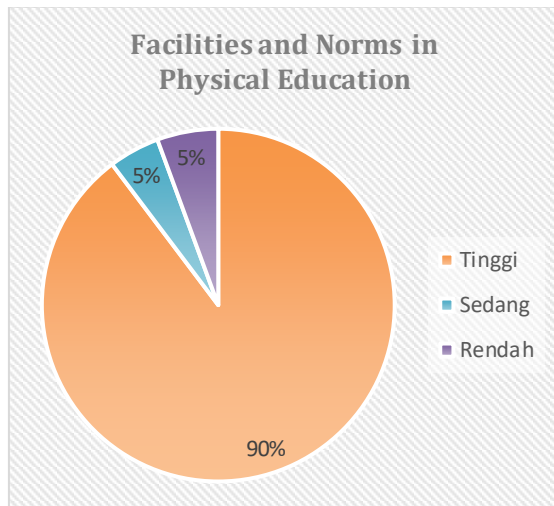


Picture 1. SDBA Percentage Diagram
Source : Researcher Data

77% of respondents gave a high quality assessment, 19% gave a medium quality assessment and the remaining 4% gave a low quality assessment on indicators of skills development and self-awareness. As validation of the teacher's assessment regarding this indicator, a companion questionnaire was also given to students as respondents. The student respondents were also in line and 79% of students gave a positive impression of the assessment and the remaining 21% gave a negative response.

Researchers through observations also obtained similar results, students and teachers played sports together during break time, the physical education teacher gave students the opportunity to join in a game of volleyball. In several other cases, when carrying out physical learning, students seem to understand the importance of warming up before carrying out sports activities. It is not uncommon for some students to also do additional flexing because they feel they are not enough when warming up together. In terms of awareness of healthy living, students at school also often bring their own provisions on the grounds that some snacks or food in the canteen are considered unhealthy because

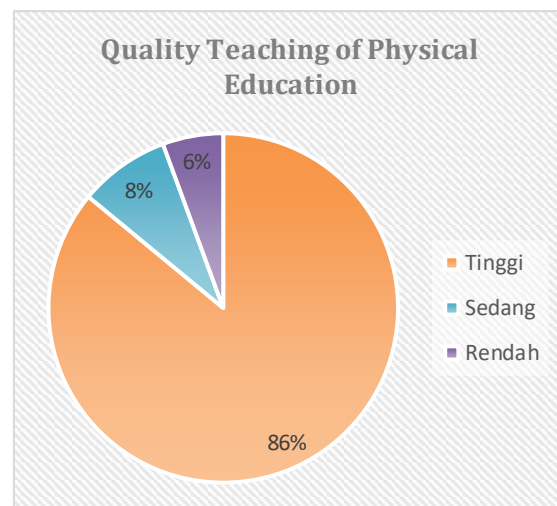
only fast food tends to be available, but it is not uncommon for students to occasionally admit to buying from the canteen when they are bored of bringing provisions. Alone. The Facilities and Norms in Physical Education (FNPE) factor got an average score of 4.26 in the high category with a percentage 90%.



Picture 2. FNPE Percentage Diagram
Source : Researcher Data

90% of respondents gave a high quality assessment, 5% gave a medium quality assessment and the remaining 5% gave a low quality assessment of facility indicators and norms in physical education. As validation of the teacher's assessment regarding this indicator, a companion questionnaire was also given to students as respondents. The student respondents were also in line and 78% of students gave a positive impression of the assessment and the remaining 22% gave a negative response. From the results of the researcher's observations, the researcher found that the equipment infrastructure owned by several schools was not in good condition, indeed there was some new equipment, but it was rarely used because the old equipment could still be used. Some schools still use outdated equipment, even though the facilities at each school already meet standards and are in very good condition. It is not uncommon for some schools to have multi-purpose buildings with roofs, so that sports activities can be carried out comfortably

during the day without fear of overheating. . If we look at several other activities, the results of the researcher's observations found that students were very enthusiastic when learning physical education, when the teacher did a prologue in class to deliver the material first, even though it was in an orderly manner, students really wanted to get out of class and do learning outside. class, so that the difference is clearly visible when the class looks dissatisfied. In giving examples of movements to students, teachers can also practice or show good movements. The Quality Teaching of Physical Education (QTPE) factor gets an average score of 4.18 in the high category with a percentage of 86%.

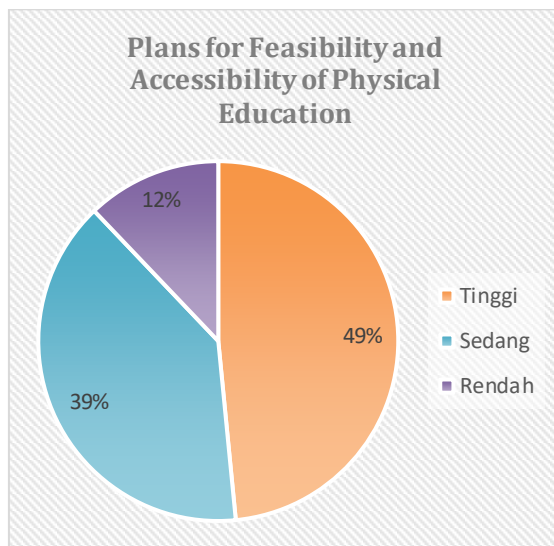


Picture 3. QTPE Percentage Diagram
Source : Researcher Data

86% of respondents gave a high quality assessment, 8% gave a medium quality assessment and the remaining 6% gave a low quality assessment of the physical education teaching quality indicators. As validation of the teacher's assessment regarding this indicator, a companion questionnaire was also given to students as respondents. The student respondents were also in line and 79% of students gave a positive impression of the assessment and the remaining 21% gave a negative response.

In the researcher's observations, in the learning process students were very active and knew the

learning objectives that the teacher would convey. In terms of teacher competency, the teachers are undergraduate graduates in the field of sports, quite a lot have even taken and completed master's studies, not only that, these physical education teachers also have professional certificates, and a few of them are still studying professional teacher education for improve teacher competency. On average, teachers who are proficient in technology are dominated by young teachers. The Plan for Feasibility of Physical Education (PFAPE) factor gets an average score of 3.54 in the medium category with percentage 49%.



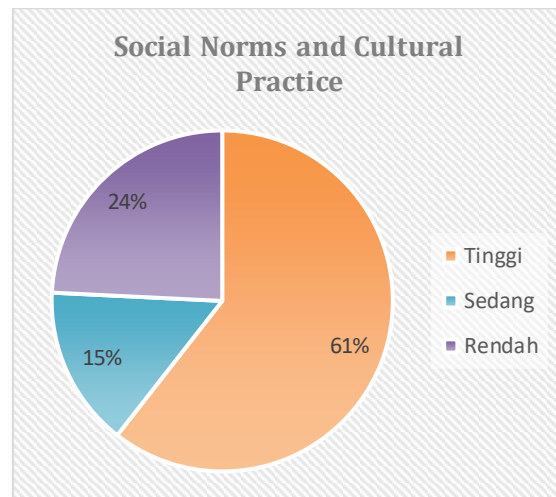
Picture 4. PFAPE Percentage Diagram
Source : Researcher Data

49% of respondents gave a high quality assessment, 39% gave a medium quality assessment and the remaining 12% gave a low quality assessment of the physical education feasibility and accessibility plan indicators. As validation of the teacher's assessment regarding this indicator, a companion questionnaire was also given to students as respondents. The student respondents were also in line and 64% of students gave a positive impression of the assessment and the remaining 36% gave a negative response.

From the observations that the researchers obtained, many schools have not carried out

various forms of collaboration for physical education in schools other than teacher internships or practical field experience. Regarding cross-school collaborations and similar matters from other agencies, it is not specifically related to physical education, but to matters that are competitions for extracurricular activities.

The Social Norms and Cultural Practice (SNCP) factor gets an average score of 3.66 in the medium category with a percentage of 61%.



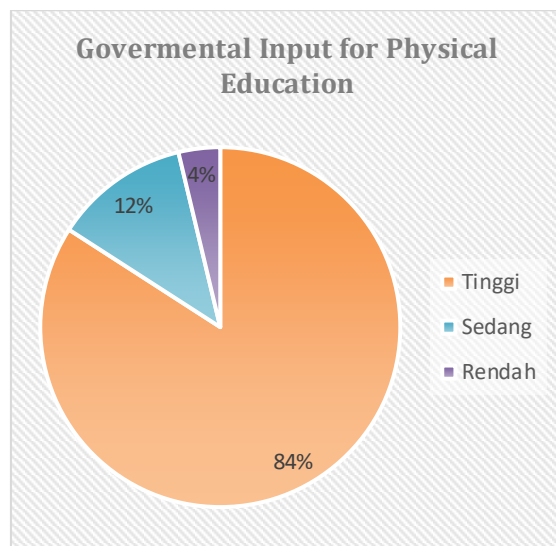
Picture 5. SNCP Percentage Diagram
Source : Researcher Data

61% of respondents gave a high quality assessment, 15% gave a medium quality assessment and the remaining 24% gave a low quality assessment of the physical education feasibility and accessibility plan indicators. As validation of the teacher's assessment regarding this indicator, a companion questionnaire was also given to students as respondents. The student respondents were also in line and 64% of students gave a positive impression of the assessment and the remaining 64% gave a negative response.

From the results of the researcher's observations, physical education learning both in the classroom and outside the classroom is going well, there is no discrimination or problems arising due to gender differences, male and female

students are treated the same, it's just that women receive a little special privileges. Differences in treatment due to different religions also do not occur. However, there were a few obstacles due to economic differences. One of them is for new students who don't have or can't afford to buy uniforms using the uniforms from their previous school, or using those belonging to students at the level above. However, this provides a significant visual difference, some students feel that they don't have a problem with this, but other students feel quite inferior.

The Governmental Input for Physical Education (GIPE) factor gets an average score of 4.14 in the high category with percentage 86%.

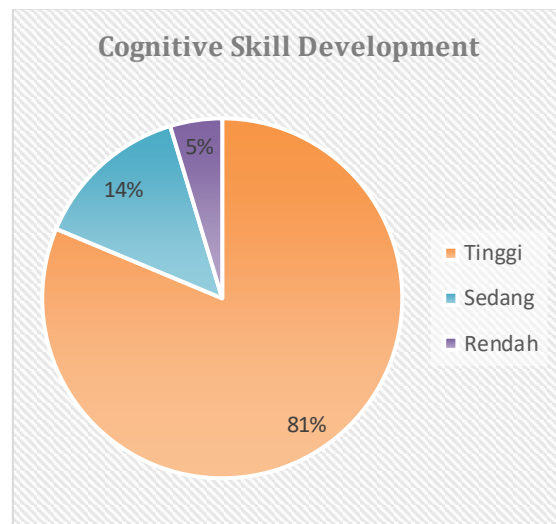


Picture 6. GIPE Percentage Diagram
Source : Researcher Data

86% of respondents gave a high quality assessment, 12% gave a medium quality assessment and the remaining 4% gave a low quality assessment of indicators of government input or support for physical education. As validation of the teacher's assessment regarding this indicator, a companion questionnaire was also given to representatives of the relevant government agencies who were authorized as respondents. The results are in line with 100% of the positive assessment impressions.

From the researcher's observations, it was found that there was no evidence regarding improving the quality of physical education resources specifically from the government, because various teacher quality improvement activities were general in nature. Meanwhile, quality improvement activities specifically for physical education teachers are obtained from collaboration with other parties through physical education teacher forums at their respective levels.

The Cognitive Skill Development (CSD) factor got an average score of 4.02 in the high category with a percentage of 81%.

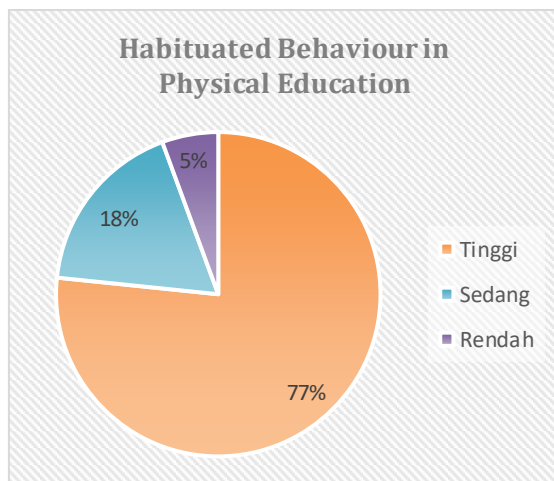


Picture 7. CSD Percentage Diagram
Source : Researcher Data

81% of respondents gave a high quality assessment, 14% gave a medium quality assessment and the remaining 5% gave a low quality assessment of cognitive skills development indicators. As validation of the teacher's assessment regarding this indicator, a companion questionnaire was also given to students as respondents. The student respondents were also in line and 78% of students gave a positive impression of the assessment and the remaining 22% gave a negative response.

From the results of the researcher's observations, it was found that students had great curiosity in several materials that were very attached to them. In project-based learning, students in their respective groups think very innovatively, are able to solve problems in groups and find solutions to problems that arise in carrying out their projects. Their form of creativity and innovativeness was proven during a joint project with other subjects, students were able to create their own music and songs as accompaniment to creative exercises in rhythmic activities. In terms of self-made music, it is able to answer the challenges of music arts subjects, while traditional strains are also an assessment of local Javanese language content by combining traditional creative gymnastics movements.

The Habituated Behavior in Physical Activity (HBPA) factor got an average score of 3.99 in the high category with a percentage of 77 %.



Picture 8. HBPA Percentage Diagram
Source : Researcher Data

77% of respondents gave a high quality assessment, 18% gave a medium quality assessment and the remaining 5% gave a low quality assessment of behavioral habituation indicators in physical activity. As validation of the teacher's assessment regarding this indicator, a companion questionnaire was also given to

students as respondents. The student respondents were also in line and 60% of students gave a positive impression of the assessment and the remaining 40% gave a negative responses.

The results of the researcher's observations showed that students had high motivation obtained from learning physical education to take part in various extracurricular sports and several sports communities outside of school, such as what is currently trending is the running community. The students also brought independent supplies which they felt were healthier. Many students also participate or do other additional physical activities during break times.

Discussion

Regarding the factors of skill development and self-awareness, it is known that positive results were obtained from the physical education teacher's assessment. From these results, examined more deeply through accompanying instruments distributed to students, 85% of students admitted that they rarely sleep late if they go to school the next day, this makes students always in a good and cheerful condition in the morning and the next day's activities can also be carried out. well, so that students admit that they can have more opportunities for physical activity if their body does not feel tired due to sleepiness from sleeping late at night. This is in line with research from Jaana Parviaien and Johanna Aromaa (2017) which states that knowledge and awareness of one's own needs can increase the possibility of physical activity for each individual. In research, Benedek T. Tihanyi, et al (2016) explained that self-awareness of the body and physical activity are closely related, with regular physical activity self-awareness of understanding the body can continue to increase. One of the physical activities for beginners recommended in this research is pilates, yoga, taishi, Kung fu, and various aerobic activities. Continuous physical activity can increase self-awareness of the body in daily activities (John Toner, et al., 2016) The physical education facilities and norms factor

shows good results, this is in line with research by Rijal Ghozian Zulhaq and Tri Nurharsono (2022) which found that the maintenance management and physical education facilities in Mijen District, Semarang City are on average in good condition, although there are a few schools that still lack maintenance. Although some fields have quite thick grass growing (Usup Iksan Nurochim, 2022). The slight lack of facilities in some learning materials can be modified by the teacher so that they can be overcome. This is also similar to the results of research by Widiastuti (2018) which explains that the limitations of physical education learning facilities can be overcome by modifying the tools by paying attention to material selection, time allocation, and the availability of local natural resources. The physical education teaching factor carried out by teachers is also considered good, this is confirmed by research by Ardi Harjo Saputro (2019) which explains that the creativity results of physical education teachers in Gunungpati District, Semarang City are in the medium category as much as 75% and 25% of other teachers found a high category in terms of teaching creativity. As for the implementation of the new curriculum in the city of Semarang, the implementation is also quite good, seen from Eva Welas Febriati's research (2022), which states that the implementation of the Merdeka curriculum in physical education subjects throughout Gayamsari District, Semarang City is in good condition with a percentage of 62.6%, while 37.5% is running in the medium category and continues to improve and equalize. Meanwhile, from a study of the professionalism of physical education teachers in Semarang City, according to Liska Sukiandari (2019), good results were obtained for the study of teacher professionalism in preparing for the industrial revolution 4.0 era. However, other research regarding teacher professionalism in the city of Semarang according to Soedjono, et al (2023) actually shows less good results and is not very high. This is because teachers are stuck in their comfort zone so they are sometimes lazy about preparing learning tools. The feasibility and access factors for physical education in an area need to be frequently reviewed and assessed. Forms of access to cooperation in the field of physical education are

also very pending for the progress and improvement of the quality of physical education in a region. One of the reasons why eligibility and access need to be reviewed regularly is changes to the curriculum, changes in economic conditions and the situation of a region as well as technological advances that continue to increase, thereby increasing the use of technology in school areas. In Yongjun Xiao's research (2021), it was found that the presence of technology and the very rapid development of the internet had a negative impact, one of which was a decrease in the quantity and quality of physical activity, so important support for physical education in schools was needed to overcome this. Meanwhile, based on research by Emily M. Jones, et al (2014), one of the feasibility of physical education that needs to be studied in depth is to overcome the tendency of obesity in children. As discussed in the previous paragraph, curriculum changes often occur. The feasibility of a curriculum related to physical education in each school deserves to be studied more deeply. This is supported by findings in research by Junghwan Oh, et al. (2022) who emphasized that curriculum uniformity in each region is not easy to realize without considering the conditions of a region. For factors of social norms and cultural practices, you get results in the medium category. These results can be improved according to Ibnu Fatkhur Royana's (2017) research statement which states that preserving regional culture through traditional games in physical education learning is able to create a generation with culture and superior character. Talking about regional culture, in research by Shawna Young & Brandon M. Sternod (2011) explained that teachers who have cultural awareness and understand cultural differences are able to foster meaningful education for their students, so that the learning process can be fair and carried out well. Yudesta Erfayliana (2015) in her research explained that physical education is useful for forming ethics, morals and character. The norms that are usually agreed upon in a region or environment can also have an impact and influence physical education itself, even the role of an educator is to maintain norms and apply them in learning models (Inez Rovegno & Dianna Bandhauer, 1997). The factor of government

involvement in physical education is considered good and positive by physical education teachers in the city of Semarang. Milton Friedman (1955) explained that the role of government is very important for the progress of physical education in a region and focuses on policies that have benefits. Various activities to improve the quality of education are also carried out and supported by the government, although they are general in nature and not specifically physical education. In research, Steven Allender, et al (2012) explained that the form of government support to advance the quality of physical education and physical activity cannot be seen from the seminars held, but can come from policies created to support the sustainability of physical activity in society. In the research of Andi Nova and Andrew R. Sinulingga (2021), one concrete example of government policy that supports improving quality is providing opportunities for implementing physical education learning during the Covid pandemic by continuing to carry out learning outside of class at adjusted times. As for the cognitive skills development factor, students are known to get positive or good results. The results of monitoring and interviews also show that students have good habits in physical activity and critical thinking. One learning method that is able to improve critical thinking skills in physical education learning is the inquiry method (Lars Domino, Ostegart., 2016) Students also feel more enthusiastic and happy and their emotions tend to be stable after carrying out physical activities in physical education lessons. Some students also feel that their learning outcomes improve if they study with stable emotions or in a happy condition. However, this is less relevant to the research results of Rizki Novendri, et al (2021) at SMA Negeri 2 Semarang which stated that emotional intelligence has no correlation with good learning outcomes. As for why developing cognitive skills is important and can be done through physical education, one of them is answered through research by Daniel K. Drost & John R. Todorovich (2013) who found that at elementary school level students learn a lot about movement skills but rarely learn cognitive skills, in fact they learn Movement skills accompanied by learning cognitive skills can provide a good

learning experience and encourage students to develop lifelong interest and participation in physical activity.

The behavioral habituation factors in physical activity and the development of skills and self-awareness in this research show good things. This is supported by research findings by Winda Nurrochmah (2011) which shows that physical education teachers play an important role in providing and being examples of good behavior in maintaining health and physical activity at the Islamic school Al-Azhar 14 Semarang. According to the theory put forward by Martin S. Hagger (2019), providing examples with a little intervention and then facilitating is a form of encouragement for sustainable participation in getting used to physical activity. This is evident from the results of questionnaires given to students where students tend to be motivated to develop physical skills by participating in various sports communities because teachers model good movements during learning. From the results of the researcher's observations, students tend to be more curious about the movements their teacher can do and then try them out. It is hoped that good habits for physical activity at school through routine physical education learning programs will be able to provide a good impression and sufficient intervention for physical activity outside school. Evidence of habituation to physical activity through physical education starting from elementary to high school level is routinely carried out at least once a week and does not include the weekly mandatory activities carried out by the school. This form of continuous and structured habituation is at least able to make students aware of the importance of physical activity. In her research, Katharina Feil, et al (2021) explained that habituation has a positive correlation with a person's level of physical activity. In terms of physical activity level, research by Fajar Ari Widiyatmoko & Husnul Hadi (2018) shows that the physical activity level of students in Semarang City is in the high category with 1506.61 MET (min/week) and is dominated by male students. In another theory by Ryan E. Rhodes & Amanda L. Rebar (2018) explains that interaction habits can determine behavior in physical activity. In this

case, physical education learning tends to be carried out in two places, namely inside and outside the classroom so that the form of interaction is different. In research, Gray Casey, et al (2015) explained that the development of motor skills does not affect the amount of time outdoors, but the amount of time outdoors can trigger more physical activity.

- 7) The Cognitive Skill Development (CSD) factor got an average score of 4.02 in the high category with a percentage of 81%.
- 8) The Habituated Behavior in Physical Activity (HBPA) factor got an average score of 3.99 in the high category with a percentage of 77 %.

CONCLUSION

The quality of physical education in the city of Semarang through the Quality Physical Education assessment analysis is in the high category for 6 factors and in the medium category for 2 factors

- 1) The Skill Development and Bodily Awareness (SDBA) factor got an average score of 4.0 in the high category with a percentage of 77%.
- 2) The Facilities and Norms in Physical Education (FNPE) factor got an average score of 4.26 in the high category with a percentage 90%.
- 3) The Quality Teaching of Physical Education (QTPE) factor gets an average score of 4.18 in the high category with a percentage of 86%.
- 4) The Plan for Feasibility of Physical Education (PFAPE) factor gets an average score of 3.54 in the medium category with percentage 49%.
- 5) The Social Norms and Cultural Practice (SNCP) factor gets an average score of 3.66 in the medium category with a percentage of 61%.
- 6) The Governmental Input for Physical Education (GIPE) factor gets an average score of 4.14 in the high category with percentage 86%.

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