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## **Analysis of The Professionalism of Prospective Physical Education Teachers Viewed from Eight Teaching Skills**

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### **Abstract**

This research aims to determine the professionalism of prospective physical education teachers viewed from eight teaching skills. This research is a quantitative descriptive study with the primary focus of the study being to analyze the professionalism of prospective physical education teachers in terms of eight teaching skills. The population in this study was 83 prospective physical education teachers who attended micro teaching lectures in the even semester of the 2024/2025 academic year. A purposive sampling technique was used for this study. The selected sample had met the established criteria, namely: attending lectures more than 80% or at least 13 meetings, and being willing to be a research sample. Based on these criteria, there were 53 prospective physical education teachers. The data collection technique used a questionnaire consisting of thirty statements. Data was analyzed using percentages with five categories. The results of this study indicate that the teaching skills of prospective physical education teachers are at a good to excellent level, particularly in the areas of providing reinforcement, asking questions, and managing the classroom. However, the aspect of guiding small group discussions still requires special attention in coaching to ensure more equitable learning quality across all teaching skill indicators. It can be concluded that prospective physical education teachers are professional, as seen from the eight teaching skills.



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## INTRODUCTION

The professionalism of prospective physical education teachers is key to improving the quality of learning in the future (Demchenko et al., 2021). Before actually teaching in schools, prospective physical education teachers are required to master the material and possess practical teaching skills to ensure optimal learning (Khory et al., 2018; Kusmiyati, 2017). According to (Turney, 1973), eight basic teaching skills serve as the foundation for educational practice: opening and closing lessons, explaining, asking questions, providing reinforcement, managing the classroom, guiding small group discussions, teaching small groups and individuals, and using variation.

The application of these eight skills is increasingly important due to the characteristics of physical education learning, which requires physical activity, dynamic classroom management, and the need to maintain student motivation and engagement (Coterón et al., 2024). However, various studies have shown that prospective teachers often face obstacles in mastering these skills, particularly in classroom management, providing reinforcement, and asking questions that encourage critical thinking (Serliana et al., 2021). This indicates the need for an in-depth evaluation of prospective physical education teachers' professional readiness before they enter the field.

A similar study was conducted by (Insanisty et al., 2023), which analyzed the teaching skills of prospective physical education teachers in the 2023/2024 academic year. The study revealed that the skills possessed by prospective physical

education teachers were in the moderate category. However, the study only used a limited number of respondents, namely nine prospective physical education teachers. Therefore, it does not reflect the teaching skills of all prospective physical education teachers. Therefore, this study used quantitative methods involving a larger sample size to allow for broader generalization.

The analysis of eight teaching skills provides a clear picture of the extent to which prospective physical education teachers have acquired professional skills. The results of this analysis are expected to serve as a basis for curriculum development, improving microteaching practices, and enhancing the quality of teacher education programs. Therefore, this research is crucial for identifying aspects of teaching skills that have been well-mastered and those that still need improvement, so that prospective physical education teachers can become professional educators in line with current demands.

## METHODS

This research is a quantitative descriptive study, the primary focus of which is to analyze the professionalism of prospective physical education teachers in terms of eight teaching skills. The population in this study was 83 prospective physical education teachers who attended micro teaching lectures in the even semester of the 2024/2025 academic year. A purposive sampling technique was used for this study. The selected sample had met the established

criteria, namely: attending lectures more than 80% or at least 13 meetings, and being willing to be a research sample. Based on these criteria, there were 53 prospective physical education teachers. The data collection technique used a questionnaire consisting of thirty statements. The instrument validity was 0.78, and its reliability was 0.98. The instrument had five answer choices from strongly disagree (1) to agree (5) strongly. The instrument grid is shown in Table 1. The data analysis technique used five categories, namely, very high to very low. These categories are shown in Table 2.

**Table 1. Instrument grid**

| Item                        | Description                                                                  | Indicator      |
|-----------------------------|------------------------------------------------------------------------------|----------------|
| Opening and closing lessons | To determine prospective teachers' abilities in opening and closing lessons. | 1, 2, 3, 4     |
| Explaining material         | To determine teachers' abilities in explaining material to students.         | 5, 6, 7, 8     |
| Asking questions            | To determine teachers' skills in asking students questions.                  | 9, 10, 11, 12  |
| Providing reinforcement     | To determine teachers' skills in reinforcing students.                       | 13, 14, 15, 16 |
| Managing the class          | To determine teachers' skills in classroom management.                       | 17, 18, 19, 20 |

|                                       |                                                                         |                |
|---------------------------------------|-------------------------------------------------------------------------|----------------|
| Guiding small group discussions       | To determine teachers' skills in guiding small group discussions.       | 21, 22, 23, 24 |
| Teaching small groups and individuals | To determine teachers' skills in teaching small groups and individuals. | 25, 26, 27     |
| Using variety                         | To determine teachers' skills in using a variety of media and methods.  | 28, 29, 30     |

**Table 2. Category**

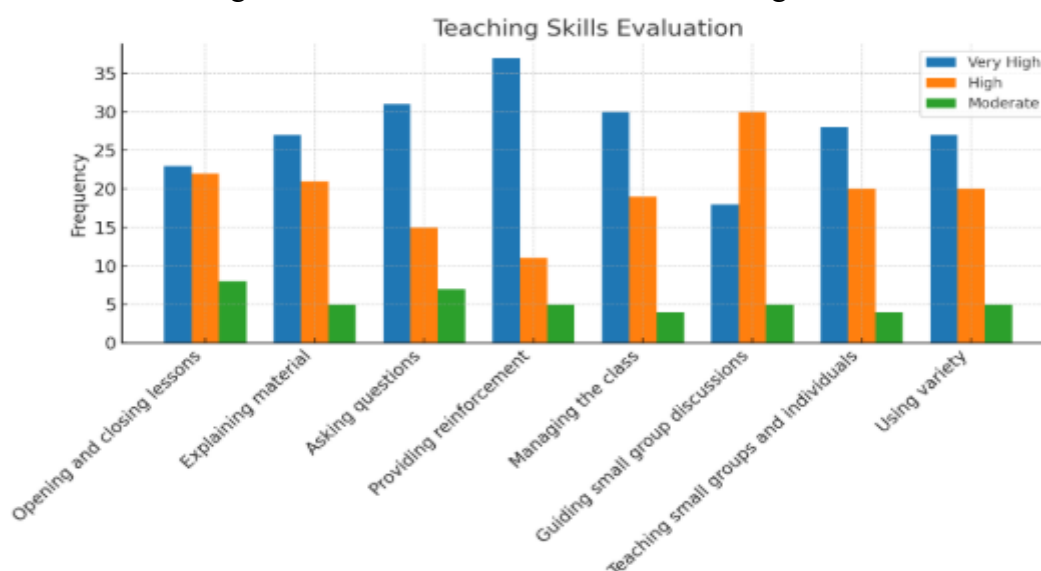
| No. | Interval | Category  |
|-----|----------|-----------|
| 1   | 81-100%  | Very high |
| 2   | 61-80%   | High      |
| 3   | 41-60%   | Moderate  |
| 4   | 21-40%   | Low       |
| 5   | 0-20%    | Very Low  |

## RESULT

The analysis of the teaching skills of prospective physical education teachers shows a high distribution in the Very High and High categories across almost all skill aspects. Providing reinforcement was the highest frequency, with 37 respondents rating it as Very High. This confirms that prospective teachers are able to provide positive feedback, thereby increasing student motivation consistently. Furthermore, asking questions and managing the class also received a dominant rating in the Very High category, with 31 and 30 respondents, respectively. This indicates that prospective teachers possess strong abilities in facilitating learning

interactions and maintaining classroom order. Similarly, teaching small groups and individuals, as well as using a variety of methods, also demonstrated high achievement, with the majority of ratings in the Very High and High categories, indicating prospective teachers' flexibility in adapting learning strategies. Conversely, guiding small group discussions tended to be more frequently rated as High (30 respondents) than Very High. This indicates that although these skills are considered good, there is still

room for improvement in optimizing small group discussions as a participatory learning tool. Overall, the results of this study indicate that the teaching skills of prospective physical education teachers are at a good to excellent level, particularly in the areas of providing reinforcement, asking questions, and managing the classroom. However, the aspect of guiding small group discussions still requires special attention in coaching to ensure more equitable learning quality across all teaching skill indicators.



**Figure 1.** Teaching Skills Evaluation

## DISCUSSION

The research results indicate that prospective physical education teachers possess high to very high levels of professionalism, as measured by their ability to apply eight teaching skills in microteaching lectures. These eight teaching skills include opening and closing lessons, teaching small groups and

individuals, explaining, asking questions, providing reinforcement, managing the classroom, guiding small group discussions, and using variations.

The first level of professionalism is demonstrated by the ability to open and close lessons. Prospective physical education teachers are professionally able to open lessons with various activities such as greetings, apperception, icebreakers, providing motivation, and conveying the

material and learning objectives. Learning activities that begin with engaging activities have been proven to foster students' interest and curiosity in the material (Hunaepi et al., 2024; Kibga et al., 2021). Furthermore, prospective physical education teachers are able to close lessons with various activities such as summarizing the material with students and conducting reflections. These activities are important to reaffirm the core of the lesson, assess learning success, and provide opportunities for students to study the material independently. A motivating opening and a reflective closing can be key to successfully building a comprehensive learning experience (Wilson, 2019).

The second skill demonstrated by prospective physical education teachers is the ability to explain material. Prospective physical education teachers are able to relate new material to prior experiences or knowledge, use simple language, and provide concrete examples relevant to students' daily lives. Prospective physical education teachers utilize various media, such as PowerPoint presentations and instructional videos, to facilitate structured explanations of learning materials. Structured explanations will increase students' attention, motivation, and active engagement (Li & Xue, 2023). Unclear explanations can cause confusion, decrease learning interest, and even hinder the achievement of learning objectives (Keyes, 2019).

During the learning process, prospective physical education teachers demonstrate the ability to ask questions to students. Questions posed to students are tailored to the material presented. Well-planned questions can focus students'

attention on the core material, identify learning difficulties, and provide opportunities for students to express their opinions (Stokhof et al., 2017). These questions guide students' higher-order thinking processes, enabling them to analyze and evaluate the material being learned. Prospective physical education teachers are able to ask open-ended questions, which can stimulate discussion and collaboration, and foster reflective thinking habits in students.

Throughout the learning process, students receive reinforcement from prospective physical education teachers. This demonstrates the professionalism of prospective physical education teachers. Reinforcement provided by teachers to students includes positive words, smiles, non-verbal cues, and other forms of appreciation that demonstrate the teacher's appreciation for student behavior or responses. Appropriate reinforcement can reinforce positive student behavior, encourage active participation, and foster self-confidence in learning (Ismail, 2023). Teacher reinforcement serves as a means to build students' motivation and learning character sustainably (Bonghawan & Macalisang, 2024).

The professionalism demonstrated by prospective physical education teachers is also evident in their skills in classroom management, guiding small group discussions, and using variation in learning. These three aspects are crucial and complement each other in improving the quality of learning (Abidin, 2024; Mustari & Muhammad, 2023). Teachers' classroom management skills can create an effective learning environment and support positive interactions between

students (Purwanti & Vania, 2021). Teachers' skills in guiding small group discussions play a crucial role in developing students' critical thinking, collaboration, and communication skills (Fung et al., 2016). During the discussion process, students can actively explore knowledge and build understanding collaboratively. Meanwhile, the skill of using a variety of methods, media, and teaching styles can maintain student attention, reduce boredom, and increase learning motivation.

The data in this study were collected through a questionnaire distributed to prospective physical education teachers, so respondents' perceptions and subjectivity may influence the results. Thus, the findings of this study only reflect teaching skills in micro teaching lectures. In contrast, fundamental teaching skills in complex and dynamic learning situations need to be tested further in further research.

## CONCLUSION

Prospective physical education teachers have demonstrated high professionalism, as measured by their ability to perform eight teaching skills. The most mastered skill by prospective physical education teachers is reinforcement. Meanwhile, the skill that is not yet optimal is the skill of guiding small group discussions. These data indicate that prospective physical education teachers tend to be stronger in providing appreciation and motivation to students, but still need improvement in the aspect of facilitating group discussions, which requires the prospective teacher's role as a

learning facilitator. The results of this study can serve as a basis for physical education study program managers to ensure that prospective physical education teachers are ready to undertake educational practice or internships in schools. However, it is recommended that future researchers implement interactive learning models that can improve skills in guiding small group discussions

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