

Identification of Teachers' Teaching Skills in the Implementation of Physical Education Learning at SMP Negeri 1 Jereweh

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Abstract

Objectives: This study aimed to identify the level of teaching skills demonstrated by Physical Education, Sports, and Health teachers in the implementation of learning at SMP Negeri 1 Jereweh, Jereweh District, in 2025.

Materials and Methods: This study used a descriptive qualitative approach supported by percentage-based quantitative analysis. The subjects were three Physical Education teachers at SMP Negeri 1 Jereweh. Data were collected through observation, interviews, and documentation. The observation instrument consisted of 21 indicators of basic teaching skills grouped into three learning stages: preliminary activities, core activities, and closing activities. The data were analyzed through data reduction, data display, verification, and percentage interpretation using qualitative criteria.

Results: The findings showed that the overall level of teachers' teaching skills reached 87.04%, which was categorized as very good. The preliminary stage obtained 91.67% and the closing stage also obtained 91.67%, both categorized as very good. Meanwhile, the core activity stage obtained 77.78%, which was categorized as good.

Conclusions: The teaching skills of Physical Education teachers at SMP Negeri 1 Jereweh were generally very good. However, improvement is still needed in the core learning stage, particularly in providing varied learning activities, giving specific feedback, and guiding students individually or in small groups.

Keywords: teaching skills, physical education, learning implementation, teacher performance, junior high school

Introduction

Education is an essential process in developing human potential throughout life (Renshaw & Chow, 2019; Wang, 2022; Wright & Torrey, 2001). Schools, as formal educational institutions, play an important role in shaping students' knowledge, skills, attitudes, and character. The success of education is strongly influenced by the quality of the learning process, especially the ability of teachers to design, manage, and evaluate learning activities effectively (Fizi et al., 2023; Lee & Hannafin, 2016; Quitério, 2018).

Physical Education, Sports, and Health is an integral part of the national education system. It is not only directed toward improving students' physical abilities but also toward developing social, emotional, cognitive, and character-related aspects Physical Education (Chang et al., 2020; Kuswoyo,



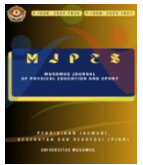
2018; Renshaw & Chow, 2019). Physical education helps students build movement competence, healthy lifestyle awareness, confidence, cooperation, discipline, and responsibility. In this context, physical education should be viewed holistically as a learning process that supports students' overall development (Essiet et al., 2021; Satwikasanti, 2022). Dyson (2014) emphasized that physical education contributes to the development of physically literate individuals who have the knowledge, skills, and confidence to participate in lifelong physical activity.

The role of Physical Education teachers is therefore very strategic. Teachers are not only responsible for delivering sport techniques but also for guiding, motivating, assessing, and shaping students' learning experiences (Are Preservice Adapted Physical Education Teachers Facilitating Peer Engagement and Social Communication? | EBSCOhost, n.d.; Fizi et al., 2023; YULIANTO et al., 2019). To carry out this role effectively, teachers must master basic teaching skills, including opening and closing lessons, questioning, explaining, giving reinforcement, providing variation, managing classes, and guiding small groups or individual students. Mansyur (2017) stated that basic teaching skills are essential components of teacher competence because they directly influence the quality of classroom interaction and learning achievement.

In Physical Education learning, teaching skills are especially important because the learning process involves movement, demonstration, practice, feedback, safety management, and student participation (Chima Abimbola Eden et al., 2024; Dima et al., 2020; Dudley et al., 2011). Teachers must be able to organize students, provide clear instructions, demonstrate movements correctly, observe student performance, and give appropriate feedback. Rizki (2016) also highlighted that feedback skills are crucial in Physical Education because students need specific correction and reinforcement to improve movement performance (Barrick et al., 2015; Raya-Castellano & Uriondo., 2015).

However, previous studies on Physical Education learning have mostly focused on specific sport materials or student learning outcomes, while studies that specifically identify teachers' teaching skills in implementing Physical Education learning are still limited, particularly in the local context of West Sumbawa Regency. Therefore, this study was conducted to identify the teaching skills of Physical Education teachers in the implementation of learning at SMP Negeri 1 Jereweh, Jereweh District.

The research problem in this study was: What is the level of teaching skills of Physical Education teachers in the implementation of Physical Education learning at SMP Negeri 1 Jereweh? Accordingly, this study aimed to identify and describe the level of teaching skills demonstrated by Physical Education teachers during the learning process.



Materials and Methods

Study Design

This study used a descriptive qualitative research design supported by quantitative percentage analysis (Sugiyono, 2012). The qualitative approach was used to obtain a detailed description of teachers' teaching skills during Physical Education learning, while percentage analysis was used to classify the level of teaching skill implementation.

Study Participants

The study was conducted at SMP Negeri 1 Jereweh, Jereweh District, in 2025. The participants were all Physical Education teachers at the school, consisting of three teachers: Sulhan Aprian Dani, S.Pd., Anharjuna Wiramulalis, S.Pd., and Eirzikri, S.Pd., M.Pd.

Study Organization

Data were collected through observation, interviews, and documentation. Observation was conducted using a structured teacher performance assessment sheet consisting of 21 indicators of teaching skills. These indicators were grouped into three stages of learning implementation: preliminary activities, core activities, and closing activities.

Interviews were conducted to strengthen the observation findings and obtain additional information regarding the teachers' learning practices. Documentation was used to collect supporting data, such as lesson plans, teaching records, and field notes.

Statistical Analysis

The data were analyzed through data reduction, data display, verification, and conclusion drawing. The observation scores were converted into percentages using the following formula:

$$\text{Percentage} = \frac{\text{obtained score}}{\text{total score}} \times 100$$

The percentage results were interpreted using the following criteria:

Percentage Score	Category
81–100	Very Good
61–80	Good
41–60	Fair
21–40	Poor
1–20	Very Poor



Results

The observation results showed that the teaching skills of Physical Education teachers at SMP Negeri 1 Jereweh varied across the three stages of learning implementation. The highest scores were found in the preliminary and closing stages, while the core activity stage obtained a slightly lower score.

Table 1. Teaching Skills of Physical Education Teachers in Each Learning Stage

Learning Stage	Percentage	Category
Preliminary activities	91.67%	Very Good
Core activities	77.78%	Good
Closing activities	91.67%	Very Good
Overall average	87.04%	Very Good

The overall average score was 87.04%, indicating that the teaching skills of Physical Education teachers were categorized as very good. The preliminary stage reached 91.67%, showing that teachers were highly capable of preparing students for learning, giving motivation, conducting apperception, and explaining learning objectives.

The closing stage also reached 91.67%, indicating that teachers were able to summarize the lesson, evaluate student understanding, and provide follow-up activities effectively. Meanwhile, the core activity stage obtained 77.78%, which was categorized as good. Although this result remained positive, several aspects still required improvement, particularly variation in learning activities, specific feedback, and individual or small-group guidance.

Discussion

The findings show that the teaching skills of Physical Education teachers at SMP Negeri 1 Jereweh were generally implemented very well. The strongest performance appeared in the preliminary and closing stages of learning. In the preliminary stage, teachers were able to create a positive learning atmosphere, prepare students physically and mentally, explain learning objectives, and provide initial motivation. These skills are important because the opening stage determines students' readiness to participate in Physical Education activities.

This finding is consistent with Mansyur (2017), who explained that opening a lesson is one of the essential basic teaching skills because it helps direct students' attention and prepares them for the main learning activities. In Physical Education, this stage is even more important because teachers must also ensure students' physical readiness, safety, and understanding of the activity rules.



The high score in the closing stage indicates that teachers were also effective in ending the lesson. Teachers were able to guide students to reflect on the learning material, provide evaluation, and give follow-up instructions. Closing activities are important because they help students consolidate what they have learned. This supports the view that effective teaching is not only determined by how teachers deliver the main material but also by how they conclude and reinforce students' learning experiences.

However, the core activity stage obtained a lower score than the preliminary and closing stages. Although it was still categorized as good, this result indicates that several teaching skills need further improvement. The main aspects that require attention are the ability to provide varied learning activities and specific feedback. In Physical Education, variation is needed to prevent monotonous learning, maintain student motivation, and accommodate differences in student ability. If teachers rely too much on demonstration and repeated drills without task modification or game-based activities, students may become less engaged.

This finding is in line with Hermanzoni and Mardela (2020), who emphasized that the implementation of Physical Education learning requires teachers to manage learning activities creatively so that students can actively participate in movement tasks. Similarly, Jannah and Suroto (2021) indicated that effective Physical Education learning depends on the teacher's ability to create meaningful and active learning situations.

The need to improve feedback skills is also an important finding. Feedback in Physical Education should be specific, immediate, and related to students' movement performance. General feedback such as "good" or "try again" may not be sufficient to help students understand what needs to be improved. Rizki (2016) found that teachers' feedback skills play an important role in improving students' performance in Physical Education because students need clear information about their movement errors and how to correct them.

Another aspect that needs improvement is the ability to guide students individually or in small groups. Physical Education classes often involve students with different levels of motor ability, confidence, and learning speed. Therefore, teachers need to provide differentiated guidance so that all students can participate and develop according to their abilities. This is consistent with the holistic view of Physical Education proposed by Dyson (2014), which emphasizes that Physical Education should support not only physical development but also confidence, motivation, and lifelong participation in physical activity.

Overall, the findings suggest that Physical Education teachers at SMP Negeri 1 Jereweh have demonstrated strong teaching competence, particularly in organizing the beginning and ending of lessons. Nevertheless, strengthening the core learning process remains necessary. Improvements can be made



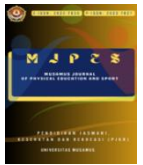
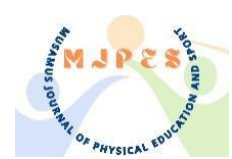
through the use of more varied teaching strategies, modified games, station-based activities, peer learning, and more specific corrective feedback.

Conclusions

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