

Physical Education Teacher Candidates' Experiences in Professional Development Through Pre-Service Teacher Professional Education Programs

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ABSTRACT: This study is qualitative research that adopts a phenomenological approach because it tends to emphasize process and meaning so that this research is written with the aim of exploring the experiences of prospective physical education, sport and health teachers in professional development through the pre-service Teacher Professional Education (TPE) program. By using purposive sampling data source collection technique, five pre-service TPE program students were selected to be participants and interviewed in depth. Data analysis was conducted using thematic analysis with the method of capturing patterns/themes in qualitative datasets. Based on the results of the interviews, the researcher found three themes that have been analysed, namely (1) the experiences of pre-service TPE program students during regular lectures in an effort to develop prospective teachers' professionalism, (2) the experiences of pre-service TPE program students through various supporting and inhibiting factors in an effort to develop prospective teachers' professionalism, and (3) the meaning attached to the experience of participating in pre-service TPE in an effort to develop prospective teachers' professionalism

KEYWORDS: Experience, Professional Development, Teacher Professional Education

I. INTRODUCTION

Teachers as implementers of education play an important role in educating and leading the nation's children to a bright future. In carrying out this role, professionalism is the main requirement needed. A teacher can be said to be professional if they meet the qualifications and competencies. One of them is professional competence that prepares the learning process. However, in reality, almost 75% of teachers do not prepare the learning process properly. Teachers tend to prepare learning tools by prioritizing the material to be taught, not the learning objectives (Leonard, 2016).

Pusdatin Verification Data states that certified educators are less than half of the total number of active educators. Where educators who have been certified in Early Childhood Education are only 5.3%, Elementary School is 33.5%, Junior High School is 35.3%, Senior High School is 39.9%, and Extraordinary School is 35.8% (Kemendikbud, 2023). Therefore, it is necessary to develop teacher competencies, one of which is the development carried out through the Teacher Professional Education Program (TPE). The Pre-service TPE program is a solution to improve teacher qualifications and competencies. This study can involve evaluating the effectiveness of the program and its impact on the experience of prospective teachers. The experience of prospective Physical Education, Sport and Health (PESH) teachers in participating in this program can also include their perceptions of the training materials, interactions with instructors, and their expectations for career development and contributions to education.

There are various studies on teacher professional development such as Teacher Professional Development around the World: The Gap between Evidence and Practice (Popova et al., 2022), Identifying the Characteristics of Effective Teacher Professional Development: a critical review (Sims et al., 2020), and Digital Competences for Teacher Professional Development: A Systematic review (Fernández-Batanero et al., 2022), but studies that specifically address what prospective teachers perceive are limited. Therefore, research is needed that explores the understanding and meaning of prospective teachers' individual experiences in participating in the Pre-Service TPE Program.

Experience is subjective because it relates to the personal views and feelings of each individual. With experience, it can be a source of knowledge and can also be used as a reference to solve a problem that is being faced today. In line with phenomenological research that refers to individual experiences which will then be interpreted as a certain meaning. Phenomenology will then show others what is actually experienced by an individual, which of course must first be discovered by

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a researcher with a distinctive way of thinking that is different from an expert in a particular science (Technische Universität München, 2018).

Adopting a phenomenological study, this research is expected to contribute to our understanding of the professional development of PESH teachers through the pre-service TPE program. Through this lens, we can identify key aspects that need attention to improve the quality of the program and support the professional growth of prospective teachers in the context of physical education (Merriam & Tisdell, 2016). The purpose of this study, which adopts a phenomenological research approach, is to provide deeper insights into the experiences of prospective PESH teachers in developing their profession through the pre-service TPE program.

II. RESEARCH METHODS

A. Type of Research

Qualitative research was chosen as the type of research by adopting a phenomenological research approach. Qualitative research tends to emphasize process and meaning so that this research is in-depth analytical and descriptive.

B. Time and Place of Research

The Faculty of Sport and Health Sciences of Yogyakarta State University was chosen as the research location. This research was conducted during the odd semester of 2024/2025 in November.

C. Data Source

Data sources came from participants who were selected with the consideration that (1) they had graduated from the Pre-Service Teacher Professional Education (TPE) program and never taught school before, (2) they were currently participating in the pre-service TPE program for at least 1 semester, because they already had experience, they could find out the development of students as prospective teachers.

D. Techniques and Data Analysis

To obtain credible and sufficient data, this research uses data collection techniques with in-depth interviews. This research uses thematic analysis. Which according to Braun and Clarke thematic analysis is a method for capturing patterns (themes) in qualitative datasets (Braun & Clarke, 2006).

III. RESEARCH RESULTS AND DISCUSSION

The results of interviews with research participants found 3 themes that have been thematically analysed: First, the experiences of pre-service Teacher Professional Education (TPE) program students during regular classes in an effort to develop the professionalism of prospective teachers. This is the story of one of the participants when they first experienced the pre-service TPE lecture according to their expectations of the program. Each participant had certain expectations when before attending TPE, the participant shared his feelings that did not match. According to him, TPE lectures are the same as regular lectures, but they are not. Other participants actually said that TPE was generally quite enjoyable. Because there are many other activity programs that are not fixated in the classroom. But in terms of program organizers and classmates, he felt that there were things that were lacking. She explained that her fellow TPE students who came from non-education majors made the class less active. Moreover, she experienced TPE classes with non-education graduates who regretted that the quota should have been used by education graduate students.

The second is the experience of pre-service TPE program students through various supporting and inhibiting factors in an effort to develop the professionalism of prospective teachers. One of the participants found challenges that later became supporting factors in developing his professionalism when he was carrying out Field Experience Practice (FEP) at school. As a prospective Physical Education, Sport and Health (PESH) teacher, he told how he dealt with diverse students, making teaching tools, mental preparation and being a good example, which revealed that the challenges of TPE according to him shaped him a lot in developing a professional attitude. Participants encountered inhibiting factors when experiencing problems in the form of the absence of a standardized schedule distribution, finding a fairly large teaching quota. The participant regretted when there were rules that were not appropriate when undergoing FEP, they should have been given restrictions on the schedule for teaching certain classes. Not to mention that some revealed that the pre-service TPE lectures had too many tasks.

The third form of meaning attached to the experience of participating in pre-service TPE in an effort to develop prospective teachers' professionalism: (1) increasing professional competence, felt by one participant when he has an ability / proposal, then he is ready to show it or vice versa is willing if his proposal is not accepted. In this case, the participant explained that he was ready with the capacity and concept of an idea, but had to see the conditions in the field whether it was suitable or not to carry out his idea. (2) a deeper understanding of educating, the view of a teacher changed when the participant joined the pre-service TPE

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program. He said that he thinks teachers are more meaningful. It is different from the previous assumption that sees teachers only as material providers. Teachers not only transfer knowledge but also develop students' knowledge. (3) the experience of teaching practice in the field, the participant who shared his development in the process became better than before. He was alert in class conditioning/pedagogic. Then explained the development of his professionalism after being involved by the school in problem-solving efforts.

This discussion analyses what has been stated in the research results. The experience of prospective PESH teachers in professional development through pre-service TPE was analysed from the perspective of five TPE students who became participants because they had participated in pre-service TPE and had not yet taught. The research findings that emerged were adaptation, improvisation, and overcoming.

IV. CONCLUSION AND SUGGESTION

A. Summary

The feelings experienced by participants were quite pleasant when attending pre-service Teacher Professional Education (TPE) lectures and other agendas such as conscription, cultural studies, and leadership projects. Then participants also experienced their professional development during regular lectures marked by participating in a series of pre-service TPE agendas, such as workshops, Field Experience Practice (FEP), and competency tests. There were also participants who spared classmates who came from non-education majors.

The supporting factors for pre-service TPE students in their efforts to develop their professionalism are the pre-service TPE learning system which includes workshops, FEP and competency tests. The inhibiting factors are professional capacity, professional effort competence, professional time devotion, and professional rent. Even unclear schedule distribution regulations can also be a factor inhibiting pre-service TPE students from becoming professional prospective teachers. The meanings attached to participants' experiences: development of professional competence, in-depth understanding of educating, and experience of teaching practice in the field.

B. Suggestion

Conclusions are only drawn based on the acquisition of data analysis, so it is hoped that research with similar topics will further examine data with more complete and different methods and varied participants. Then the researcher only examines the participants' experiences regarding the professional development of prospective Physical Education, Sport and Health (PESH) teachers through pre-service TPE.

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