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Submission date: 29-May-2023 07:25AM (UTC+0700)

Submission ID: 2104034134

File name: 2_FIX.pdf (511.74K)

Word count: 7113

Character count: 39428

Assessing the professional competence of physical education teachers in Bengkulu Province: Examining the role of teacher characteristics

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Received 11 March 2023; Accepted 13 May 2023; Published 01 June 2023
Ed 2022; 8(2): 151-164

ABSTRACT

The success of the physical education learning process is determined by the teachers' professional competence. Therefore, the purpose of this study is to evaluate the level of professional competence of physical education teachers in Bengkulu Province, with the main objective being to describe and determine the level of professional competence of teachers and the differences based on several variables, namely gender, teaching location, and teaching experience. A quantitative descriptive method was implemented in this study to achieve the research objectives. The research sample was 49 physical education teachers in Bengkulu Province. Techniques and instruments for collecting research data were in the form of receipts which were distributed via GoogleForm. An Independent sample t-test was used to analyze data regarding differences in the professional competence of physical education teachers based on gender. Meanwhile, one-way ANOVA was used to analyze differences in professional competence of physical education teachers based on teaching location and teaching experience. The results of this study indicated that physical education teachers in Bengkulu Province have a very high level of professional competence, and there were no differences in teachers' professional competence based on gender, teaching location, or teaching experience. The limitations of this research included the involvement of a relatively small number of samples, the restriction of samples to public schools, and a lack of diversity in the sample variations. For further research, it is advisable to involve a larger number of samples from private schools and Islamic schools. It was also recommended that physical education teachers develop competence in conducting classroom action research.

Keywords: Competence; profesional; teacher; physical education



[https://doi.org/10.25299/sportarea.2023.vol8\(2\).12430](https://doi.org/10.25299/sportarea.2023.vol8(2).12430)

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How to Cite: Syafrial., Nopiyanto, Y. E., Pujianto, D., Insanistyio, B., & Cotton, W. (2023). Assessing the professional competence of physical education teachers in Bengkulu Province: Examining the role of teacher characteristics. *Journal Sport Area*, 8(2), 151-164. [https://doi.org/10.25299/sportarea.2023.vol8\(2\).12430](https://doi.org/10.25299/sportarea.2023.vol8(2).12430)

Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection

INTRODUCTION

Education in the 21st century is a salient device for developing human character, knowledge, ways of thinking creatively, improving cognitive, affective, social-emotional, and psychomotor qualities, and preparing young people to face various disruptions in the globalization era (Affandy et al., 2019; Abykanova et al., 2016). Achieving this goal required teachers who have the competence (Sulaiman & Ismail, 2020; van de Oudeweetering & Voogt, 2018; Budnyk, 2019). Teacher competence refers to a balanced combination of expertise, capabilities, and personality of a teacher that can be measured and become a determinant of differences in performance (Zaragoza et al., 2021; Blašková et al., 2014).

One of the teacher's competencies that improves the quality of learning is subject matter competencies (Sanusi et al., 2020). Subject matter competence is defined as a teacher's ability to solve problems and use skills and knowledge effectively, contextually, and responsibly (Asún et al., 2020). A similar opinion reveals that professional teachers have the skills to convey learning material through methods, theories, strategies, tools, and other learning tools to achieve enjoyable learning for students (Wachidi et al., 2020).

Teachers who have professional competence will be able to teach effectively, be ready to answer teaching challenges and obligations, be able to communicate well (to students, colleagues, and parents of students), be professional, facilitate students to learn, have good ethics, be innovative, and be reflective (Sumantri & Whardani, 2017). Characteristics of teachers who have professional competence include understanding the field of science, developing teaching materials, mastering innovative teaching styles, encouraging students to study hard, and being able to teach effectively even though they have inadequate learning facilities (Murkatik et al., 2020).

Based on the sources mentioned, it can be concluded that teachers who have professional competence at least master learning materials, develop learning materials, use and develop learning media, conduct classroom action research, and use learning technology (Tul et al., 2019). Based on the real situations in the field, physical education teachers teaching at schools in Bengkulu are known to know that most teachers carry out their educational tasks in unideal conditions (Dewi et al., 2020). It can be seen from the unbalanced ratio between teachers and students, learning facilities and infrastructure that obsolete or not following the demands of the times, and low of managerial support (Márquez-Vera et al., 2016). The abundance of science and technology in education also affects PE teachers' ability to carry out learning (Baek et al., 2018). In addition, physical education teachers are also preoccupied with various academic agendas outside the classroom which also take up a lot of the teachers' time and energy.

Given the importance of teachers' professional competence, a theoretical study on the professional competence of physical education teachers in Bengkulu is needed. Similar research on the topic of this research has been conducted previously, such as when Pujianto and Insanistyo (2014) discussed the capacity of physical education teachers at the primary level in Bengkulu State. The results of this study indicate a very high category of professional competence. However, according to subsequent research conducted by Francesco et al. (2019) and Wyant et al. (2020), teachers must possess professional knowledge and skills to become a competent physical education teacher. Therefore, it is necessary to analyse the professional competencies of physical education teachers based on gender, location, and teaching experience.

Physical education teachers have a very strategic role in efforts to realize national development goals, especially in the field of education and teaching (Oh & Graber, 2019). However, research on the professional competencies of physical education teachers in Bengkulu was still very limited. Therefore, it was the basis for conducting this research. The purpose of this study is to comprehensively show the abilities of physical education teachers in terms of gender, teaching experience, and teaching location. The results of this study will help provide recommendations to education policymakers regarding the professional development of physical education teachers in Bengkulu Province. In addition, this study helps describe the strengths and weaknesses of physical education teachers concerning each teachers' professional competence indicators.

METHOD

The survey method was descriptive quantitative and aimed to describe the professional competence of physical education teachers in Bengkulu. The survey was conducted from November up to December 2022. A total of 49 physical education teachers in Bengkulu Province were involved as research samples which were taken using incidental sampling.

Instrument

A questionnaire consisted of 30 questions divided into five indicators were used as a means to collect survey data. The instrument used a 1-5 Likert scale. Study instrument efficacy was sig. value < 0.05. The instrument reliability score based on Cronbach Alpha was 0.968.

Table 1. Instrument Grille

Indicator	No
Mastering learning materials	1,2,3,4,5,6
Develop materials	7,8,9,10,11,12
Instructional media	13,14,15,16,17,18
Classroom action research	19,20,21,22,23,24
Technology use	25,26,27,28,29,30

Procedure

This research was conducted in several stages which were arranged through research procedures including compiling research instruments, conducting instrument trials, compiling instruments that had been validated into Google Forms, distributing Google Form links to participants, and analyzing research data.

Data Analysis Technique

To find out the level of teacher professional competence, the researcher compiled criteria using a formula that can be seen in Table 2. An Independent sample t-test assisted by SPSS Software variant 22 was used to analyze data on differences between physical education teacher competencies in terms of gender. Meanwhile, one-way ANOVA was used to analyze data on differences between physical education teacher competencies in terms of teaching location and teaching experience.

Table 2. Formula of Categories

Interval	Category
$> (Mi + 1.8 SD) - (Mi + 3 SD)$	Very High
$> (Mi + 0.6 SD) - (Mi + 1.8 SD)$	High
$> (Mi - 0.6SD) - (Mi + 0.6 SD)$	Moderate
$> (Mi - 1.8 SD) - (Mi - 0.6SD)$	Low
$(Mi - 3SD) - (Mi - 1.8 SD)$	Very Low

$$Mi = \frac{ST+SR}{2}$$

$$SD = \frac{ST-SR}{6}$$

Note : Mi = Mean Ideal, ST = Maximum Score, SR = Minimum Scor, SD = Standard Deviation

RESULTS AND DISCUSSION

Based on the results of the study data analysis, the study results were obtained as shown in the table and graph below.

Physical Education Teacher Demographics

To assists the reader understand the characteristics of the participants in this study, the demographics of the study sample are shown in Table 3.

Table 3. Demographic Data

Gender	Certification	Location of Teaching	Teaching Experience	Origin
				Regency Seluma (7)
				City of Bengkulu (12)
				Regency of Rejang Lebong (5)
Male (28)	Certification (15)	Elementary School (30)	< 5 years (22)	Regency of Bengkulu Utara (7)
Female (21)	NoCertification (34)	Junior High School (12)	5-10 years (12)	Regency of Lebong (3)
		Senior High School (7)	> 10 years (15)	Regency of Kaur (7)
				Regency of Bengkulu Tengah (4)
				Regency of Muko-muko (1)
				Regency of Kepahiang (2)

Table 3 shows that at least 29 male PE teachers and 20 female PE teachers participated in the study. 15 physical education teachers had teacher certification and 34 physical education teachers did not have certification. It was further known that the places for teaching physical education teachers were spread across 30 elementary schools, 12 physical education teachers for junior high schools, and 7 physical education teachers for senior high schools. Based on teaching experience, it was known that < 5 years there were 22 physical education teachers, in 5-10 years there were 12 physical teachers, and in > 10 years there were 15 physical education teachers. Based on the regional origin, there were 7 teachers from Seluma Regency, 12 teachers from Bengkulu City, 5 teachers from Rejang Lebong Regency, 7 teachers from Bengkulu Utara Regency, 3 teachers from Lebong Regency, 7 teachers from Kaur Regency, 4 teachers from Bengkulu Tengah Regency, 1 Muko-Muko District, 2 teachers from Kepahiang District.

Physical Education Teacher Professional Competency Level

A total of 49 PE teachers participated in this study and their professional competencies were analyzed. Table 4 shows the professional competence levels of typical physical education teachers.

Table 4. Physical Education Teacher Professional Competency Levels

Interval	Category	Frequency
127 – 150	Very High	28
103 – 126	High	16
79 – 102	Moderate	5
55 – 78	Low	0
30 – 54	Very Low	0
Total		49

Table 4 shows that PE teachers' levels of professional competence are generally in the very high category, with an interval of 127 – 150 and a frequency of 28. It means that physical education teachers in Bengkulu were able to fulfill their teaching duties professionally. Specifically, the indicators in Table 5 show the level of professional ability of PE teachers.

Table 5. Physical Education Teacher Competency Based on Indicators

Indicator	Mean	SD	Category
Mastering learning materials	25.38	3.99	Very High
Develop learning materials	24.85	4.10	Very High
Instructional media	24.51	4.13	Very High
Classroom action research	24.04	3.66	Very High
Mastery of learning technology	24.95	4.05	Very High

Physical education learning material is a series of learning content in the classroom delivered by the teacher to students. As seen in Table 5, it is known that the indicator of mastering learning material has a mean of 25.38 and is in the very high category. It means that physical education teachers in Bengkulu Province have been able to master the learning material. It shows that physical education teachers in

Bengkulu understand the importance of mastering the subject. There are various advantages that teachers have when mastering learning material including learning in class can take place systematically, learning takes place effectively, and learning time can be used optimally (Anggara, 2020). By mastering learning material, a teacher will find it easier to arrange material starting from the simplest to the most complex. If the teacher masters the material well enough, it is possible that the learning objectives can be achieved (Matviichuk et al., 2022).

Professional physical education teachers are also capable of developing learning materials. It can be seen in Table 5 that the indicator for developing material has a mean value of 24.85. It means that physical education teachers in Bengkulu Province have been able to develop learning materials. Creative development of teaching materials is an important factor in improving the quality of physical education (Deng et al., 2020). Vice versa, learning material that is presented in a monotonous manner provides great potential for student learning saturation (Luo et al., 2020). Most of the low interest in student learning in physical education lessons in educational units is caused by learning materials that are not following the wishes of students.

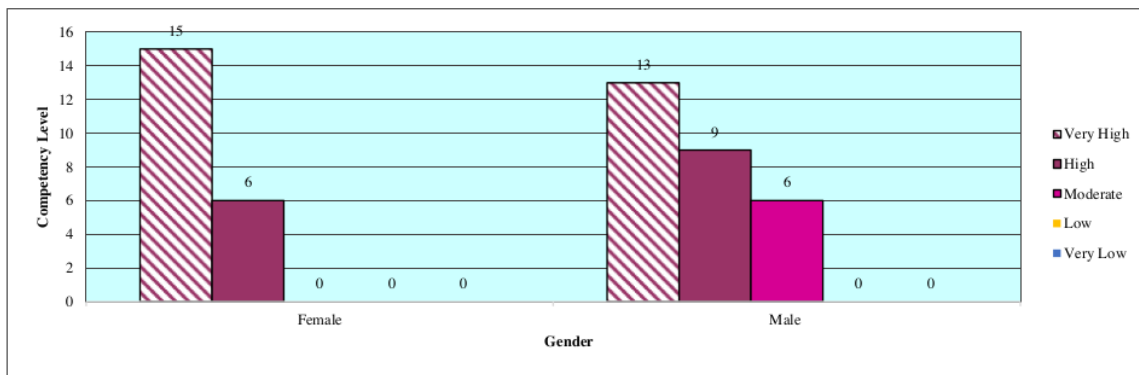
Working with educational media is a key factor in the success of today PE teachers (Lawrance & Tar, 2018). From Table 5, it is known that the learning media indicator has a mean value of 24.51 with a very high category. It means that physical education teachers in Bengkulu Province have the competence to use instructional media following the material being taught. Professional teachers are teachers who can use instructional media (Richards et al., 2020). At a practical level in the field, physical education teachers must be able not only to use learning media but also to develop learning media. This is because most schools in Bengkulu Province do not yet have ideal learning media, especially in physical education subjects. The development of learning media carried out by physical education teachers, makes a positive contribution to the distribution of information, stimulates students to think creatively, increases student interest and concentration, and enables effective communication to be established (Puspitarini & Hanif, 2019). Therefore, the skills of physical education teachers in developing instructional media are one of the crucial components.

The role of the physical education teacher is not only to conduct the learning process but also to improve the quality of learning through the conduct of action research in the classroom (Martos-García & García-Puchades, 2023). Based on the five indicators investigated in this study, physical education teachers had the lowest mean on the class action research indicator, which was 24.04. This means that the ability of physical education teachers in Bengkulu Province to conduct classroom action research needs to be developed to a very good level. According to Susanto and Suud (2016), the level of teacher professionalism in terms of classroom action research is still low. This can happen because most teachers are less interested in conducting research, the lack of literature studies used by teachers, and the low interest in reading teachers to study updated educational theories. Physical education teachers' interests and abilities in conducting classroom action research need to be optimized. Conducting ongoing classroom action research can assist teachers identify various student problems in the classroom (Kristiawan & Rahmat, 2018).

The use of learning technology has become the benchmark of professional competence for PE teachers in this century (Kim et al., 2021). Implementation of learning technology shows a significant impact on improving the quality of physical education teaching and students' engagement in learning (Meng, 2021). From Table 5, it is known that the indicator of learning technology mastery has a mean value of 24.95 in the very high category. It means that physical education teachers in Bengkulu Province have been able to implement technology into learning. Acquisition of learning techniques by teachers is necessary to achieve an improved quality of education (Yunus, 2016). Therefore, the teacher is not only tasked with providing experience through physical activity but more than that the teacher must prepare students to have skills in accessing learning technology. It can be achieved when PE teachers use and apply learning technology.

The Professional Competency Level of Physical Education Teachers because of Gender

Twenty-eight male and twenty-one female physical education teachers participated in the study. Graph 1 shows the results of analyzing the professional ability levels of PE teachers by gender.



Graph 1. The Professional Competency Level of Physical Education Teachers because of Gender

Based on the analysis results of Graph 1, it is known that female physical education teachers generally have very high professional competence with a frequency of 15 teachers, 6 teachers in the high category. There were no female physical education teachers who had medium, low, or very low professional competence. Furthermore, the competence of male physical education teachers in general also has very high professional competence with a frequency of 13 teachers, 9 teachers in the high category, and 6 teachers in the medium category. There were no male physical education teachers who had low and very low, professional competence. To find out differences in teacher competence in terms of gender, normality tests, data homogeneity, and independent sample t-tests were carried out. The results of the analysis are shown in Tables 6, 7, and 8.

Table 6. One-sample Kolmogorov-Smirnov Test

		Competency
N		49
Normal parameters	Mean	123.7551
	Standard Deviation	18.12288
	Absolute	.102
	Positive	.080
	Negative	-.102
Test statistic		.102
Asymp. Sig. (2-tailed)		.200

The findings of one-sample Kolmogorov-Smirnov Test are presented Table 6. We can see that the sig. value is 0.200 and we can conclude that the study data meet the normal criteria. This allows us to proceed with the variance homogeneity test shown in Table 7.

Table 7. Test of Homogeneity of Variances

Levene statistic	df1	df2	Sig
1.421	1	47	.239

The findings of Test of Homogeneity of Variances are presented Table 7. We can see that the sig. value is 0.239. Therefore, we can conclude that the study data meet a uniform standard. This allows us to proceed with the independent-sample t-tests shown in Table 8.

Table 8. Independent Sample t-test

Levene's t-test for equality of variances		t-test for Equality of Means					
F	Sig.	t	df	Mean difference	Std. Error difference	95% confidence interval of the Difference	
						Lower	Upper
1.421	.239	-1.269	47	-6.59524	5.19873	-17.05373	3.86325
		-1.309	46.748	-6.59524	5.03691	-16.72964	3.53917

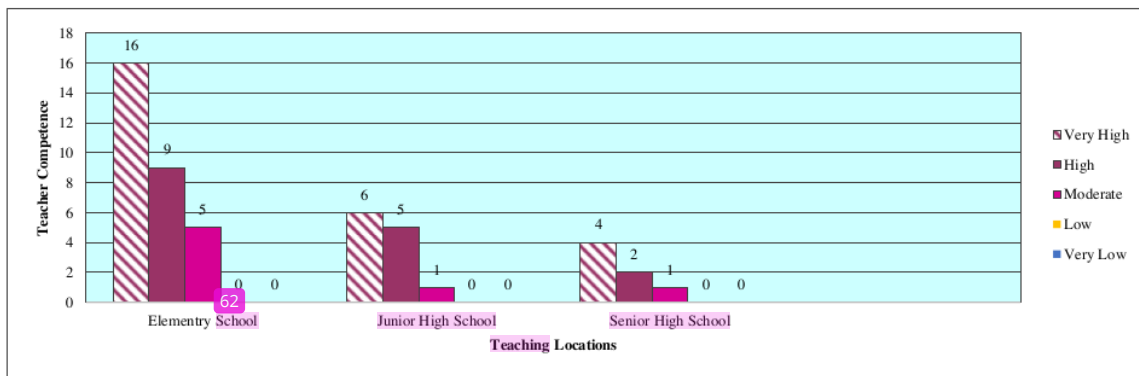
The independent-samples t-test results in Table 8 show a sig. value of 0.239 so we can conclude that there is no difference between the groups compared. It means that physical education teachers in Bengkulu have the same professional competence as physical education teachers in performing their duties. This competence is seen in the teachers' competence in mastering materials, developing materials, using learning media, conducting research, and mastering learning techniques.

When viewed from the frequency, the frequency of female physical education teachers is more in the very high category when compared to male teachers, namely 15 to 13 (Graph 1). From (Hermanto & Santika, 2016) states that male teachers have lower professional competence than female teachers' competencies. Thus, if there is an opportunity for professional competency development training then male teachers will receive top priority for inclusion.

Female physical education teachers are considered to be more communicative but have a lower ability to plan lessons (Fadli et al., 2021). As it is known that learning objectives can be achieved optimally if there is interactive communication built between teachers and students (Moy et al., 2016). Communication built by the teacher with students will determine success in informing learning material (Papastergiou & Mastrogianis, 2021). To provide additional information, good information delivery skills are needed from the teacher. Through a language style that suits the characters and needs of the child, it will bridge the child's curiosity so that the teacher's intentions and goals can be achieved.

Physical Education Teacher Competency Levels Viewed from Teaching Locations

The results of analyzing the level of professional competence of PE teachers regarding the location of teaching are shown in Graph 2 below.



Graph 2. Physical Education Teacher Competence Viewed from Teaching Locations

The PE teachers involved in this study were from an elementary school with 30 PE teachers, a junior high school with 12 PE teachers, and a high school with 7 PE teachers. Graph 2 shows the frequency of professional competence of physical education teachers in primary schools in Bengkulu with 16 teachers in the very high category, 9 teachers in the high category, and 5 teachers in the intermediate category. There were no physical education teachers teaching in primary schools, and their professional competence was low or very low.

³ The competence of Physical Education teachers who teach in junior high schools also has a very high level of professional competence of 6 teachers, 5 teachers in the high category, 1 teacher in the medium category, and no Physical Education teachers who teaches in junior high schools has low professional competence and ⁵¹ low.

Furthermore, it was revealed that the abilities ⁴⁶ the physical education teachers who teach at high schools are very high, with 4 high school teachers, 2 high school teachers, and 1 middle school teacher. Not a single high school PE teacher has low or very low professional competence. The researchers used tests of normality, data homogeneity, and one-way ANOVA to find differences in teachers' abilities concerning a classroom location. The results of the analysis are shown in Tables 9, 10, and 11.

²⁰
Table 9. Test of Normality

⁵³ Schools	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Elementary School	.129	30	.200	.942	30	.102
Junior High School	.148	12	.200	.963	12	.822
Senior High School	.204	7	.200	.906	7	.370

From Table 9, we can see that the sig. values for all analyzed data are > 0.05 . From this, it can be concluded that ² the survey data meet the usual criteria. Therefore, it can be proceeded with the variance uniformity test shown in Table 10.

Table 10. Test of Homogeneity of Variances

Levene statistic	df1	df2	Sig.
.969	2	46	.387

⁸ The results of the homogeneity test analysis, shown in Table 10, show a sig. value of 0.387, so the data are stated to be homogeneous. To proceed with the one-way ANOVA test shown in Table 11.

¹¹
Table 11. Anova

	Sum of squares	df	Mean square	F	Sig.
Between Groups	425.486	2	212.743	.642	.531
Within Groups	15246.514	46	331.446		
Total	15672.000	48			

In Table 11, it is shown that the sig. value is .531 so ⁶ can be concluded that there is no difference between the professional competence of physical education teachers who teach in elementary schools, junior high schools, and high schools. It means that physical education teachers in Bengkulu who teach in elementary, middle, and high schools are highly accomplished in implementing quality learning processes.

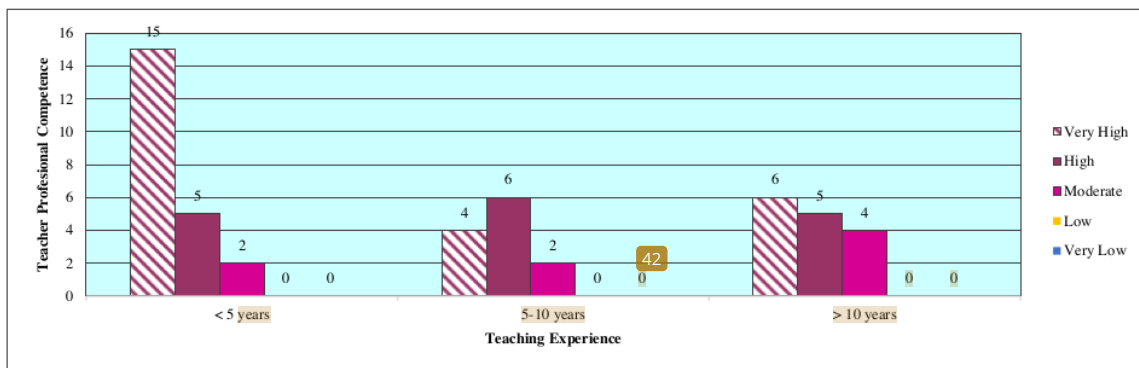
Physical Education learning in elementary schools makes an optimal contribution to the growth and development of students' intelligence, physical abilities, and social-emotional abilities which are made possible for provision at the next level of education (Espoz- Lazo et al., 2020). In addition, teachers teach character values and critical thinking in Physical Education learning (Susanto et ⁴⁷, 2022). Therefore, physical education teachers in Bengkulu must demonstrate professional competence in the learning process so that they can achieve the learning objectives of physical education in primary school. Elementary school students are generally characterized as enjoying play, learning to communicate in small or large groups, and being more interested in physical activity. Therefore, the professionalism of physical education teachers is needed so that they can develop the potential of students in elementary schools so that they become important assets for students when studying in junior high schools (Alves et al., 2019).

In learning at junior high school, the students already have a clear interest in sports. Therefore, students have started to explore one of the sports that they are interested in. In this case, the physical education teacher must be able to guide students and facilitate students in achieving optimal performance in the sport they are interested in. In addition, junior high school students have demonstrated the ability to think critically about the material presented by the teacher. Therefore, learning material that is too easy will

reduce students' interest in doing it, as well as difficult material will reduce students' enthusiasm for following the material. In this case, the physical education teacher needs to present and develop learning materials according to the character of the students (Zhou, 2021). The physical and cognitive development of high school students has developed significantly. Therefore, the presentation of physical education learning material in high school is suggested to clarify the direction and goals of students.

Teacher Professional Competence in terms of Teaching Experience

Figure 3 below shows the results of analyzing the level of professional needs of PE teachers according to teaching experience.



Graph 3. Teacher Professional Competence in terms of Teaching Experience

In general, the teaching experience of the physical education teachers involved in this study was divided into 3, namely; physical education teachers with teaching experience < 5 years a total of 22 teachers, 5-10 years of teaching experience a total of 12 teachers, and teaching experience > 10 years a total of 15 teachers. Graph 3 is illustrated that physical education teachers with teaching experience < 5 years have very high professional competence with a frequency of 15 teachers, in the high category there were 5 teachers, and in the medium category there were 2 teachers. There were no teachers who had very low professional competence.

It is further illustrated that the professional competence of physical education teachers who had teaching experience between 5-10 years was known to be in the very high category with a frequency of 4 teachers, in the high category as many as 6 teachers, in the medium category as many as 2 teachers, and neither in the low nor very low. Meanwhile, the professional competence of physical education teachers who had teaching experience < 10 years was known to be in the very high category with a frequency of 6 teachers, in the high category there were 5 teachers, in the medium category there were 4 teachers. There were no physical education teachers who had very low professional competence. Tests for normality, data homogeneity, and one-way ANOVA were performed to find differences in teacher performance related to the classroom experience. The results of the analysis are shown in Tables 12, 13, and 14.

Table 12. Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
< 5 years	.163	22	.132	.921	22	.080
5-10 years	.134	12	.200	.967	12	.878
> 10 years	.115	15	.200	.962	15	.728

Table 12 informs that the sig. value > .05 so that it can be seen that the data is normal. Therefore, the homogeneity of variance test proceeds as shown in Table 13.

Table 13. Test of Homogeneity of Variances

Levene statistic	df1	df2	Sig
.071	2	46	.931

Table 13 informs that the results of the variance homogeneity test have a sig. value of .931. It can be concluded that the data is homogeneous, so the one-way ANOVA test is continued as shown in Table 14.

Table 14. ANOVA

	Sum of squares	df	Mean square	F	Sig
Between Groups	766.931	2	383.466	1.203	.310
Within Groups	14661.273	46	318.723		
Total	15428.204	48			

The one-way ANOVA test results shown in Table 14 indicate a sig. value of 0.310. That is > 0.05 , so we can conclude that there is a significant difference between the groups compared in this study. The teachers' experience in teaching is one of the important aspects that determines a teacher to become professional, but this is not absolute. Teaching experience is a competency that can continue to develop over time (Serdenciuc, 2013). The more experienced the teacher is in teaching, the more in-depth understanding of the material will support their professional competence. However, if the teachers have been teaching for too long, they will have a higher level of saturation and affecting their professional competence. This can be seen in Graph 3 that physical education teachers in Bengkulu Province who have teaching experience between 5-10 years have a high category. This result is the lowest when compared to the professional competence of teachers with teaching experience of < 5 years, or > 10 years.

Although most of the sample in this study in Bengkulu was rated with < 5 years of teaching experience, they had very high professional competence. It means that young physical education teachers have high ambitions and hope to become professional teachers (Makorohim et al., 2022). The physical education teacher will go through various phases in learning, where there is a phase the physical education teacher is very enthusiastic about teaching and there is a phase the physical education teacher experiences a period of decreased motivation in teaching. Physical education teachers who have just entered the world of work tend to have a high work ethic and make a positive contribution to the quality of learning, but they still lack teaching experience (Moy et al., 2023). Teaching experience affects the performance of a teacher, in which the teachers who have teaching experience for a long time tend to lose enthusiasm and stamina in developing professional competence, but they have a lot of experience (Podolsky et al., 2019).

Based on the results of this study, more research is needed on how to develop professional teacher competence in terms of the ability to conduct classroom developmental research and in terms of 5-10 years of teaching experience. A deep discussion is needed. This is because, in this study, physical education teachers' professional competence in Bengkulu Province received the lowest scores when measured by the Classroom Behavior Survey index compared to other indicators. Further, professional competence of physical education teachers in Bengkulu 5-10 years of teaching experience in the good category.

CONCLUSION

Physical education teachers in Bengkulu Province are the very high category of professional competence, with no difference between the groups compared in this study. Nonetheless, this study focuses only on the professional competence of physical education teachers. So, it is necessary to consider it important to study three other competencies, namely pedagogic competence, social competence, and physical education teacher personality competence in Bengkulu Province. From the results of this study, several recommendations were obtained, including 1) for physical education teachers in Bengkulu Province to improve professional competence in classroom action research indicators, 2) for physical education teachers who have teaching experience between 5-10 years are expected to improve professional competence by following teacher competency development training. The limitations of this research include involving a relatively small number of samples. The samples in the study only came from public schools,

and the sample variations were not yet diverse. For further research it is advisable to involve a larger number of samples from private schools and islamic schools.

ACKNOWLEDGEMENTS

The researchers would like to thank all physical education teachers in Bengkulu Province who have been willing to contribute to the implementation of this research.

CONFLICT OF INTEREST

There are no conflicts of interest in this study.

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