

Teacher Physical Self-Concept Implementation Training at SDN Pejuang V Bekasi City

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ABSTRACT

The objective of this study is to examine the potential benefits of incorporating physical self-concept training into the professional development of educators at SDN Pejuang V in Bekasi City. The physical self-concept is a significant element of teacher personality development, capable of influencing not only teaching performance but also interactions with students. To investigate this, qualitative research methods were employed, with data collected through in-depth interviews, observation, and document analysis. The findings indicated that the training had a beneficial effect on teachers' comprehension of the physical self-concept and its practical application in daily activities. Consequently, it is recommended that similar training be implemented in other schools to enhance teachers' professionalism.

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1. INTRODUCTION

The physical self-concept can be defined as an individual's perception of their physical abilities and appearance. It encompasses an individual's perceptions regarding their physical strength, fitness, endurance, and physical attractiveness (González-Delgado et al., 2024). In the context of education, a positive physical self-concept can have a significant impact on a teacher's performance, particularly in enhancing self-confidence, communication skills, and effectiveness in managing the classroom. Teachers who possess a positive physical self-concept tend to exhibit greater confidence in carrying out their duties, demonstrate the capacity to serve as exemplary role models for students, and possess sufficient energy to engage in the daily activities at school (Rubio-Valdivia et al., 2024).

A study conducted at SDN Pejuang V in Bekasi City revealed that a number of teachers encountered difficulties in developing a positive physical self-concept. These challenges include a lack of awareness of the importance of maintaining physical health, high work pressure, and a lack of access to relevant self-development programs. These conditions can affect teachers' motivation in teaching as well as their interactions with students and colleagues. Teachers who lack confidence in their appearance or physical abilities often experience difficulties in performing optimally, which ultimately impacts the quality of learning (Sujadi et al., 2019).

The objective of this study is to evaluate the efficacy of physical self-concept training in enhancing teachers' self-awareness and acceptance. The training curriculum is structured to impart an understanding of the significance of physical self-concept, strategies for fostering positive self-perception, and practical techniques that can be integrated into daily life. It is anticipated that through this training, teachers will exhibit enhanced self-confidence, maintain optimal physical health, and foster a more conducive learning environment.

2. METHODS

This approach was chosen because the researcher wanted to explore an in-depth understanding of the experiences and perceptions of teachers who participated in the training. The data obtained in this study came from three complementary data collection methods: in-depth interviews, observation and document analysis (Candeias et al., 2024).

In-depth interviews were conducted with 10 trainee teachers. The interview process aimed to explore their personal experiences of the training, the challenges they faced, and their perceptions of the materials presented. The interviews were open-ended and unstructured, allowing respondents to provide richer and more detailed answers regarding their understanding of the training and the changes experienced during the process. It also provided space for participants to express personal views and experiences that may not have been revealed through other instruments.

In addition, observations were conducted during the training and afterwards, to record changes in teacher behavior in applying the materials learned. Observations were conducted directly in the classroom and teachers' work environment, to see how they apply the new techniques or strategies obtained from the training in their daily teaching practices. This observation process is important to provide empirical evidence of the impact of the training on teacher behavior and to enrich data from interviews.

Furthermore, document analysis was conducted by reviewing training materials, evaluations completed by participants, and existing teacher development records. These documents provide further information on the structure of the training, the materials studied and teachers' responses to the training content. The teacher progress notes can also show the extent to which teachers experienced changes in their skills or understanding after attending the training.

The training that the participants attended lasted for one month, consisting of theory, practice and group discussion sessions. In the theory sessions, participants gained basic knowledge on concepts relevant to the training. The practical sessions provided an opportunity for participants to directly try out the techniques taught, while the group discussions allowed them to share their experiences and understanding, as well as discuss the application of the training materials in their respective teaching contexts.

The data collected from the three data collection methods were then analyzed using thematic analysis techniques. This approach allows the researcher to identify patterns and key themes that emerge from the data collected. Thematic analysis helps in organizing complex data into categories that are easier to understand and provides deep insights into the impact of training on teachers. Thus, the results of this analysis are expected to provide a clear picture of the effect of the training on changing teachers' perceptions, knowledge and skills in their teaching context.

3. FINDINGS AND DISCUSSION

3.1. Practice

The month-long training program was designed to enhance teachers' comprehension of their physical self-concept and the significance of physical development in supporting their professional roles. The training program is structured into three principal components: theory, practice, and group discussion sessions. Each session was developed to provide comprehensive information and facilitate opportunities for participants to apply the knowledge gained in their educational context.

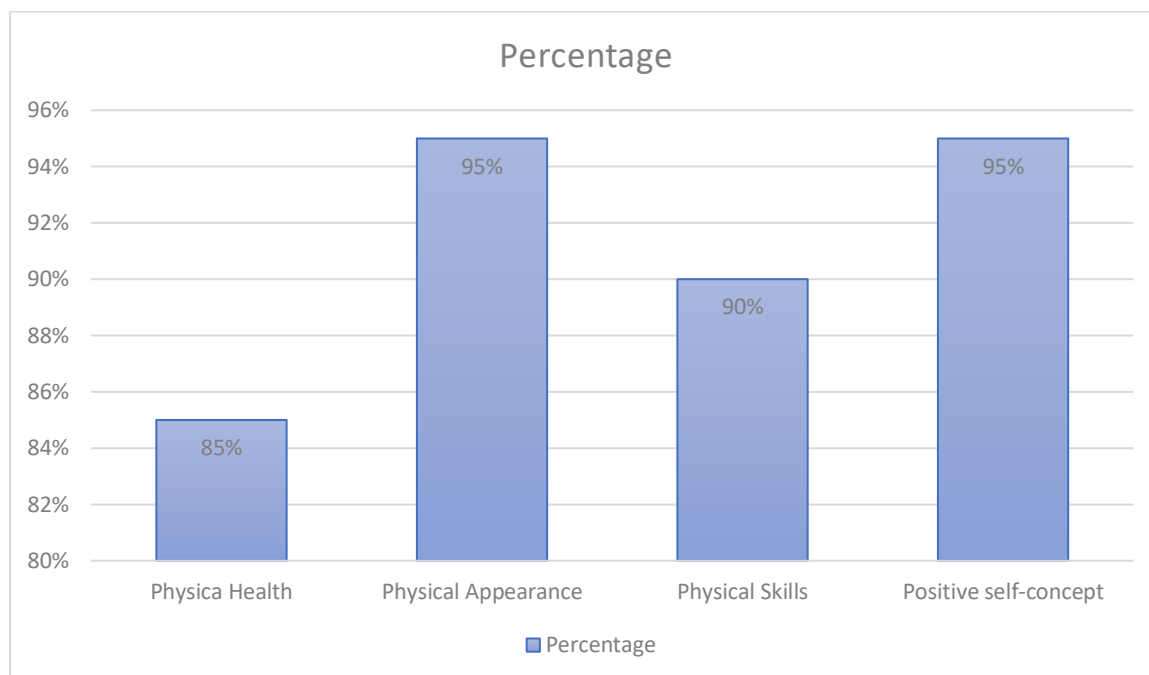
In the theoretical sessions, participants acquired knowledge of various concepts related to the physical self, including the ways in which physical perception can affect one's attitude and behavior in daily life, as well as its impact on professional roles, especially in the education profession. Conversely, the practical sessions provided opportunities for participants to engage in physical exercises with the aim of improving their body awareness and physical health. The session taught fundamental techniques for maintaining fitness and managing physical stress, with a view to preventing any negative effects on professional performance.

Following the theoretical and practical sessions, group discussions were conducted with the objective of fostering collaboration and experience sharing among participants. The discussion aimed to gain deeper insights into how teachers can integrate the concept of physical self into their daily work. Additionally, the results of this session included feedback on the challenges faced by teachers in maintaining their physical health, as well as strategies for overcoming these challenges.

The data from the training were subjected to thematic analysis, which entailed identifying the principal patterns and themes that emerged from the transcripts of discussions, participants' personal reflections, and observations made during the sessions. Thematic analysis entailed grouping the data into relevant categories and then searching for patterns related to participants' understanding of the physical self-concept and its application in their profession.

Table 1. Data Analysis

Main Factor	Description	Influence on the Professional Role of Teachers	Percentage (%)
Physical Health	Maintain a healthy body to be able to carry out teaching activities effectively.	Ease daily activities, increase energy and concentration in teaching.	85%
Physical Appearance	Have a neat appearance and be confident when teaching.	Increase interaction with students, set a positive example for students.	95%
Physical Skills	Ability to remain physically active, such as standing for long periods of time or moving around the classroom.	Facilitates classroom interaction, increasing student engagement.	90%
Positive Self-Concept	Teachers who feel good about their appearance and physical abilities tend to be more confident.	Increase work motivation and ability to manage the class effectively.	95%



Physical Health: Teachers who have an understanding of the importance of maintaining physical health tend to have better endurance, thus being able to endure long hours of teaching without getting tired. This is directly related to teaching effectiveness (Ruta, 2024).

Physical Appearance: Good physical appearance reflects a teacher's self-confidence. Teachers who feel good about their appearance are more likely to display a positive and professional demeanor in front of students, which will lead to better interpersonal relationships (Fathunnisa & Wahyudin, 2024).

Physical Skills: Managing a classroom requires physical abilities, such as actively moving around the classroom, standing for long periods of time, or organizing the classroom environment. Teachers who are aware of this physical importance can avoid fatigue that interferes with the teaching process (Işıkgöz, 2024).

Positive Self-Concept: A good understanding of physical self-concept helps teachers to have more self-confidence. Teachers who feel good about themselves are more likely to exhibit attitudes that support positive interactions with students and colleagues (Kahveci, 2023).

Application in daily activities related to reports on improving teachers' confidence in interactions with students and colleagues is an important topic in the context of teacher professional development. Confidence is one of the key factors that influence the quality of teaching, interactions and social relationships in education. Increasing this confidence can have a significant effect on student learning outcomes, as well as creating a more positive working environment among colleagues at school. Below is a more in-depth description of this, including tables and graphs to illustrate the concept (Mukwana & Connie, 2024).

3.2. Definition and Concept of Teacher Self-Confidence

Self-confidence in this context refers to teachers' belief in their ability to manage a classroom, teach effectively and interact with students and colleagues. Teachers who have high self-confidence tend to be better able to manage challenging situations, provide clear directions to students, and create positive relationships with colleagues. Teachers' self-confidence is also related to their self-perceptions of their professional abilities, such as in terms of classroom management, mastery of teaching materials, and ability to provide constructive feedback (Baidoo-Anu et al., 2023).

Factors Affecting Teacher Self-Confidence

Teacher self-confidence in interactions with students and colleagues can be influenced by various factors, including:

- **Training and Professional Development:** Effective training programs can provide teachers with additional skills and strengthen their confidence. For example, training in classroom management or communication techniques can make teachers feel better prepared to face challenges in the classroom.
- **Teaching Experience:** Growing experience can boost a teacher's confidence. Experienced teachers are more likely to feel comfortable interacting with students and colleagues, and able to handle complex situations.
- **Positive Feedback:** Feedback from students, colleagues and principals can strengthen or reduce a teacher's confidence. Recognition for successful teaching or classroom management can provide a strong motivational boost.
- **Supportive Work Environment:** A school that provides emotional and professional support for teachers is likely to result in higher self-confidence. This could include having space to share experiences, have discussions, or get help in dealing with classroom problems (de Ruig et al., 2024).

Application of Self-Confidence in Interactions with Students and Colleagues

Teachers with high self-confidence are more likely to interact actively and positively with students (Fathunnisa & Wahyudin, 2024). This may include:

- **Building Positive Relationships:** Confident teachers tend to find it easier to create emotional bonds with students, which contributes to the establishment of a more pleasant and effective learning climate.
- **Managing the Classroom Effectively:** High self-confidence helps teachers to manage the class more effectively, maintain discipline, and create an atmosphere conducive to learning.
- **Providing Constructive Feedback:** Confident teachers are better able to provide constructive feedback to students, which can improve their motivation and academic development.

Confident teachers also show improvement in interacting with colleagues, which includes:

- **Collaboration in the Teaching Team:** Teachers who feel confident in their abilities tend to be more open to collaborating with their colleagues in planning instruction or sharing teaching strategies.
- **Participating in Professional Activities:** Confidence facilitates teachers' participation in professional development activities, such as workshops, seminars, or training programs.
- **Supporting Other Co-Teachers:** Confident teachers are also more likely to support and provide guidance to colleagues who are new or who need help in managing a classroom or teaching materials.

Table 2: Comparison of Teacher Interaction Activities before and after Increased Self-Confidence

Interaction Activity	Before Self-Confidence Improvement	After Self-Confidence Improvement
Interaction with Students (Frequency)	3 times per week	5 times per week
Managing the Class	Limited, more likely to avoid conflict	More confident in handling classroom situations
Collaboration with Colleagues	Not routine	Frequent discussions and sharing of teaching strategies.

Feedback to Students	Give feedback less often.	Provide regular and constructive feedback
Participation in Professional Activities	Lack of participation	Active in professional development seminars and workshops

The implementation of confidence building in teachers' daily interactions provides many benefits, both for teachers' personal development, the quality of teaching, and for the school environment as a whole (Berhanu, 2024). These benefits include:

- **Improved Teaching Quality:** Confident teachers are better able to manage time, deliver material clearly and face teaching challenges more calmly.
- **Positive School Environment:** High self-confidence can create a more harmonious working atmosphere, with more open and collaborative communication among teachers and staff.
- **Improved Teacher Wellbeing:** Teachers who feel confident in their professional role are more likely to feel satisfied with their work and experience lower levels of stress.

Self-confidence is an important element in the professional life of a teacher, which has a direct impact on the quality of teaching, classroom management and interpersonal relationships in the school environment. The application of increased self-confidence in interactions with students and colleagues has a significant positive impact, both in the context of daily teaching and in improving the working atmosphere in schools. Therefore, schools and educational institutions need to support the development of teachers' self-confidence through training, social support and positive feedback (Wedde et al., 2023).

3.3. Positive Behavior Change

Positive behavioral changes among students, particularly with regard to increased motivation and engagement in school activities, can be explained through several important dimensions that influence students' psychological and social development. One of the main factors at play in this regard is the increased self-confidence that comes as a result of being involved in various activities, be it sports or extracurricular activities. Students' involvement in these activities not only improves their physical or social skills but also provides opportunities to develop positive character traits and attitudes, such as discipline, cooperation and leadership.

Students' motivation to participate in school activities such as sports is often influenced by a supportive environment, whether from teachers, peers or family. Physical activities, such as sports, are known to improve physical and mental health, which in turn can improve academic motivation. Research shows that students involved in extracurricular activities tend to have higher school attendance, better academic performance and more developed social skills (Chen, 2024).

In addition, involvement in extracurricular activities also helps students to feel rewarded and recognized for their achievements, which improves self-esteem. Thus, students who feel valued for their contributions in sports teams or other activities are more likely to continue participating and developing positive behaviors. This involvement can be seen as a way to build healthy social relationships, strengthen social integration at school, and provide an outlet for stress or pressure that students may face in daily life.

Table 3. The positive impact of involvement in school activities on student motivation and engagement

Extracurricular Activities	Positive Impact on Motivation	Positive Impact on Engagement
Sport	Increase physical and mental motivation	Increase attendance and active participation
Art	Enhance self-expression and creativity	Fostering self-confidence and a sense of belonging
Academic Club	Increase sense of achievement and accomplishment	Improve collaborative and social skills.
Student Organization	Develop leadership skills and responsibility	Enhance social integration and sense of responsibility

In general, participation in extracurricular activities within an academic setting has been found to facilitate the advancement of student skills and knowledge, whilst simultaneously reinforcing their sense of attachment to the educational institution, which in itself has been linked to an enhancement in positive conduct. Such activities afford students the opportunity to gain positive benefits in their social and emotional domains, thus potentially improving their general conduct and the overall quality of their school experience.

Discussion

The results of this study provide substantial empirical evidence in support of the tenets of self-concept theory, which underscores the pivotal role of positive self-acceptance in influencing individual performance and behavior. The self-concept, which encompasses one's self-perception, plays a pivotal role in influencing attitudes, behaviors, and decisions made in both personal and professional contexts. In the context of this study, positive self-acceptance was demonstrated to have a significant impact on teachers' capacity to maintain their performance as educators. High self-acceptance enables teachers to feel more confident, accept their strengths and weaknesses, and develop stronger motivation to enhance their personal and professional growth (Salnikova, 2024).

Moreover, the study indicates that training with an emphasis on enhancing self-awareness—particularly with respect to physical health and appearance—can be an effective strategy for reinforcing teachers' performance. The teachers who participated in the training reported an improvement in their overall sense of well-being, which positively influenced their self-confidence. This confidence, in turn, led to an enhanced ability to fulfill their teaching responsibilities, thereby fostering a more productive and engaging learning environment for their students. Furthermore, the training effectively highlighted the interconnection between physical and mental well-being and professional effectiveness, underscoring the importance of maintaining the quality of education (Tomé et al., 2024).

Nevertheless, the training program encountered a number of obstacles that could not be overlooked. One of the primary challenges encountered was the limited time available to conduct the training sessions in a comprehensive manner. Teachers with demanding teaching schedules frequently encounter difficulties in allocating time for training. This necessitates the implementation of efficient time management strategies to ensure the optimal delivery of training materials without disrupting the participants' regular activities. Furthermore, there were discrepancies in the teachers' comprehension and engagement with the training materials. Some teachers demonstrated a more profound understanding of the significance of physical health and appearance, whereas others required a more extended period to recognize that their self-concept, encompassing both physical and mental aspects,

exerted a considerable influence on their professional performance. This discrepancy in understanding presented a challenge in harmonizing the training process, necessitating the adaptation of the material to accommodate the varying levels of understanding and individual needs of the participants (Zhang et al., 2024).

The training had a beneficial effect on teachers' recognition of the significance of maintaining equilibrium between physical and mental health. This heightened awareness has a direct impact on the enhancement of their professional performance as educators. Teachers who successfully participated in the training demonstrated improvements in the manner in which they managed their teaching tasks, as well as in the way they interacted with students and colleagues. Therefore, it can be concluded that positive self-acceptance, encouraged through self-awareness-based training, can contribute greatly to the improvement of a teacher's professional effectiveness, although challenges must be addressed with a thoughtful and structured approach.

4. CONCLUSION

The training program implemented at SDN Pejuang V in Bekasi City, which focused on fostering a positive physical self-concept, has yielded notable outcomes with regard to the advancement of the teachers' personal and professional development. The physical self-concept, which encompasses an individual's perception of their body and physical health, exerts a profound influence on not only physical well-being but also emotional and psychological well-being. In the context of education, teachers who possess a comprehensive understanding of this concept are better equipped to effectively manage stress, enhance self-confidence, and foster more constructive interactions with students. This, in turn, contributes to the development of their professionalism in carrying out educational tasks in a more effective and mindful manner. Moreover, it is advised that comparable training programs be implemented in an array of educational institutions to bolster the comprehensive growth of educators' capabilities, extending beyond the confines of academic expertise to encompass the personal and emotional dimensions that fortify their performance. This approach can facilitate the creation of a healthier and more productive educational environment, wherein teachers serve not only as educators but also as models who can inspire students in terms of well-being and personal development. Furthermore, this research underscores the necessity of sustained mentoring following the training period to guarantee the consistent implementation of the physical self-concept. This guidance can be provided in the form of reflection, discussion, and evaluation sessions, enabling teachers to continue integrating this concept into their daily lives, both within and beyond the classroom, thereby sustaining and enhancing its positive impact.

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