

Implementation of Online Teacher Professional Development Programs: Physical Education Teacher Perspectives

Implementación de programas de desarrollo profesional docente en línea: perspectivas de los docentes de educación física

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Abstract. One current focus in education is the importance of developing professionalism among physical education teachers to meet the demands and challenges of physical education in the 21st century. Several challenges faced by physical education teachers in implementing online professional development programs include limited access to technology, reduced social interaction, and difficulties in assessing and providing immediate feedback. Additional challenges that require further investigation include the relevance of content and its adaptation specifically to the physical education curriculum and practical contexts. The relevance of physical education teachers' understanding of online professional development programs involves program design and improvement, professional growth and efficacy, implementation and adoption, policy, and advocacy. This study aims to explore the perspectives of physical education teachers on participating in online professional development programs. The method used is quantitative research with a descriptive quantitative design. The sampling technique employed is census sampling, involving all members of the population in the survey, thus including 245 teachers from across Indonesia who are participating in the online development program. The results show that over 80% of participants were able to receive and assimilate the material provided by instructors through a Learning Management System (LMS) during the specified duration of the online teacher development program. Indeed, more than 75% of participants were able to not be disturbed by network issues in their area. Significant differences were reported beyond these percentages, including differences in age groups, teaching experience, and geographical location. Other findings from this study reveal that more than 50% of participants were not interested in the online teacher development program. Factors causing this lack of interest include limited social interaction, digital fatigue, mistrust in effectiveness, and limitations in technology and internet access. The practical implications of these findings are to enhance interactivity, address digital fatigue, improve content relevance, and provide technological support. Future research directions on this topic include longitudinal studies to evaluate the long-term impact of online learning programs on teaching practices and learning outcomes, aiming to identify ongoing changes and improvements in teaching practices.

Key Words: Implementation, Perception, Physical Education, Teacher Professional Development

Resumen. Un enfoque actual en educación es la importancia de desarrollar el profesionalismo entre los profesores de educación física para satisfacer las demandas y desafíos de la educación física en el siglo XXI. Varios desafíos que enfrentan los profesores de educación física al implementar programas de desarrollo profesional en línea incluyen el acceso limitado a la tecnología, la interacción social reducida y las dificultades para evaluar y brindar retroalimentación inmediata. Los desafíos adicionales que requieren más investigación incluyen la relevancia del contenido y su adaptación específicamente al plan de estudios de educación física y a los contextos prácticos. La relevancia de la comprensión de los profesores de educación física sobre los programas de desarrollo profesional en línea implica el diseño y la mejora del programa, el crecimiento y la eficacia profesional, la implementación y adopción, las políticas y la promoción. Este estudio tiene como objetivo explorar las perspectivas de los profesores de educación física sobre la participación en programas de desarrollo profesional en línea. El método utilizado es la investigación cuantitativa con un diseño cuantitativo descriptivo. La técnica de muestreo empleada es el muestreo censal, que involucra a todos los miembros de la población en la encuesta, incluyendo así a 245 docentes de toda Indonesia que participan en el programa de desarrollo en línea. Los resultados muestran que más del 80% de los participantes pudieron recibir y asimilar el material proporcionado por los instructores a través de un Sistema de Gestión del Aprendizaje (LMS) durante la duración especificada del programa de desarrollo docente en línea. De hecho, más del 75% de los participantes lograron no verse perturbados por problemas de red en su área. Se informaron diferencias significativas más allá de estos porcentajes, incluidas diferencias en grupos de edad, experiencia docente y ubicación geográfica. Otros hallazgos de este estudio revelan que más del 50% de los participantes no estaban interesados en el programa de desarrollo docente en línea. Los factores que causan esta falta de interés incluyen la interacción social limitada, la fatiga digital, la desconfianza en la eficacia y las limitaciones en la tecnología y el acceso a Internet. Las implicaciones prácticas de estos hallazgos son mejorar la interactividad, abordar la fatiga digital, mejorar la relevancia del contenido y brindar soporte tecnológico. Las direcciones de investigación futuras sobre este tema incluyen estudios longitudinales para evaluar el impacto a largo plazo de los programas de aprendizaje en línea en las prácticas docentes y los resultados del aprendizaje, con el objetivo de identificar cambios y mejoras continuos en las prácticas docentes.

Palabras Clave: Implementación, Percepción, Educación Física, Desarrollo Profesional Docente.

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Introduction

In the era of advancing globalization and digitalization, technology has become one of the main pillars in transforming various sectors, including education. According to an article published by the *Journal of Educational Technology & Society*, technology in education can significantly enhance student engagement and teaching effectiveness (Wang et al., 2021). This indicates that the integration of technology in education is no longer merely an option, but a necessity.

The importance of utilizing technology in education also applies to physical education. Technology has proven to enhance student motivation to participate in physical activities and to facilitate the development of motor skills (Lundvall & Fröberg, 2023). Therefore, understanding the impact of technology on the professional development of physical education teachers is extremely important. The implementation of the Online Teacher Professional Development Program is one effort to address this challenge. This program not only offers broader access to learning resources and training but also enables teachers to continually update their knowledge and skills. According to (Anderson & Dron, 2011), online training programs can significantly enhance teacher competencies through time flexibility and access to high-quality materials.

In addition to providing broader accessibility, online teacher professional development programs also have the potential to improve the quality of teaching (Wynants & Dennis, 2018). Well-structured online training can help teachers develop better pedagogical skills and more effective teaching strategies (Darling-Hammond et al., 2020). Thus, physical education teachers can utilize technology to implement more innovative and interactive teaching methods.

Furthermore, this program allows teachers to collaborate with peers from various regions, even countries. Collaboration among teachers in an online context can foster the exchange of ideas and best practices, ultimately enhancing the quality of classroom teaching (Raduan & Na, 2020). This is highly relevant in physical education, where sharing the latest techniques and methods can provide immediate benefits to the teaching and learning process.

Online professional development programs also contribute to the enhancement of teachers' specific knowledge and skills (Roy & Boboc, 2016). In the context of physical education, this includes a better understanding of anatomy, physiology, and the latest technologies that can be utilized in teaching (Klochko & Fedorets, 2022). Based on previous research, it has been emphasized that ongoing training through online platforms can help physical education teachers stay up-to-date with the latest developments in their field (O'Sullivan, 2021).

The presence of technology in education has provided new opportunities to develop teacher professionalism, in-

cluding in the field of physical education (Hastie et al., 2015). Online teacher professional development programs offer wider accessibility for teachers to undertake training and personal development without being limited by geographical or time constraints (Bragg et al., 2021). This allows teachers to expand their knowledge and skills in the field of physical education, as well as improve the quality of their teaching through innovative and interactive approaches (Casey & MacPhail, 2018).

However, despite the many benefits offered by online teacher professional development programs, debate about the effectiveness and sustainability of these programs still continues (Leal Filho et al., 2019). Some skeptics of this program believe that teacher professional development through online media cannot provide the same experience as in a face-to-face learning context (Mollenkopf et al., 2017). They argue that direct interaction between teachers and students is key in physical education, and the physical experience gained through sports and movement activities cannot be completely replaced by online teaching (Cruickshank et al., 2021).

In addition, technical aspects such as network infrastructure and accessibility are also a concern in this debate. There are differences in the availability and quality of internet access in various regions, which can influence the effectiveness of online teacher professional development programs (Griffiths et al., 2022). Meanwhile, researchers are also concerned about teachers' ability to properly integrate technology in physical learning, as well as the challenges in ensuring the quality and validity of educational content delivered via online platforms (Adarkwah, 2021).

Academic debates surrounding the implementation of online teacher professional development programs in the physical education context are currently of major concern (Casey et al., 2017). Educators, namely teachers, note the challenges of 'teaching faceless students' and efforts to develop online eLearning communities may be hampered by teachers' unfamiliarity with digital technology (Luguetti et al., 2022). These issues, along with others arising from the shift to online learning, can be seen as a 'major challenge' (MacPhail & Lawson, 2020). According to (O'Brien et al., 2020) the online learning space in physical education is 'uncharted territory'. In the current online learning literature, social constructivism is the dominant learning theory used as the basis and guide for most practices in online learning and blended learning (Baran & Correia, 2009). However, the nature of physical education often presents unique challenges.

There are particular concerns about the preparation of Physical Education teachers in schools, with more than a third of teachers reporting a lack of confidence in teaching Physical Education, and more than half of teachers expressing a need for ongoing professional development in Physical

Education (Auld & Morris, 2016). However, research shows that teacher professional development for PE teachers lacks coherence and relevance, and better tailoring of delivery is needed to ensure that learning is contextualized and maximized for everyone (Harvey et al., 2020; Makopoulou et al., 2021; Sum et al., 2018). Physical education teachers experience difficulties in participating in professional development because they are hampered by limited time and costs for participating in face-to-face training (Sato et al., 2017).

Based on research conducted by Murtagh et al (2023) it is explained that the blended approach in teaching and learning Physical Education provides more detailed information about pedagogy and technology compared to studies that use a fully online model. The results of this research show that the available information regarding the principles underlying the development of online physical education is still limited. On the other hand, research by Lander et al (2022) provides the perspective that physical education teachers in elementary schools have strong motivation and need for online continuous professional development.

Online teacher professional development programs prepare physical education teachers to face global challenges in education (Ward & van der Mars, 2020). In an era where technology continues to develop rapidly, teachers need to be ready to face change and adapt to rapidly changing situations (Sato et al., 2017). This program can help physical education teachers to master relevant technology skills and develop effective alternative learning strategies. This research is important because it can provide insight into the effectiveness and success of online teacher professional development programs in improving the quality of physical education teaching. By analyzing physical education teachers' perspectives on this program, this research was able to reveal the positive and negative impacts of the program. This information can help improve online teacher professional development programs to better suit the needs and challenges faced by physical education teachers.

This study enables us to gain valuable insights into the factors affecting the effectiveness of online professional development programs, including specific needs, challenges faced, and success in implementing the learning methods used. By gaining a deeper understanding of teachers' perspectives, this research offers significant contributions to designing and implementing professional development programs that not only comply with current educational standards but also support the holistic professional growth of physical education teachers.

Furthermore, by highlighting teachers' experiences and responses to this online professional development program, the research can pave the way for enhancing the design of more innovative and adaptive programs. The potential impact of this study is extensive, encompassing improvements in the quality of physical education in schools, enhanced

well-being and motivation of teachers, and improved student learning outcomes. Therefore, the results of this study are expected to provide a strong foundation for future educational policies and practices, as well as serve as a model for similar programs in other educational fields.

Material & methods

Participants

The sampling method in this study uses a census sampling approach, where all members of the population who meet the inclusion criteria are given an opportunity to participate. In the context of this study, the target population is active physical education teachers involved in online professional development programs. The total sample size used in this study is 245 respondents. The following are the inclusion criteria used: (1) Active teaching status; (2) Experience participating in online programs; (3) Geographic diversity; (4) Willingness to participate. The exclusion criteria are: (1) Less than one year of teaching experience; (2) Non-physical education; (3) Not involved in an online program; (4) Not providing consent. The teachers involved in this study are physical education teachers in Junior High Schools and Senior High Schools

Procedure/Test protocol/Skill test trial/Measure/Instruments

The questionnaire was structured in the form of questions based on research indicators. The validity of the questionnaire was assessed using the Pearson product-moment correlation. The validity results showed a positive and fairly significant correlation with correlation coefficients ranging between 0.40 and 0.55. These correlation values indicate that the questionnaire items consistently measure the same aspect of the construct being studied, namely teachers' perceptions of the acceptance and evaluation of the professional development program. Meanwhile, the reliability, with a Cronbach's Alpha value for the entire questionnaire of 0.82, indicates that the questionnaire has good reliability. This value signifies high consistency among the responses to the questionnaire items, meaning that the items effectively measure a consistent or similar variable from the sample

The questionnaire is structured in the form of questions based on research indicators. There are two perception indicators, namely: 1) related to acceptance or uptake and 2) related to evaluation of the processes carried out during the program, including the Learning Management System (LMS) media used. Data is collected/collected through instruments in the form of questionnaires/questions which must be filled in by all participants in professional teacher education in positions in the field of physical education, sports and health studies. There are two perception indicators used, namely: (1) Absorption of teacher professional education participant

material in the implementation of teacher professional development, (2) Evaluation of the process carried out during the implementation of teacher professional development. These two indicators were visible after teacher professional development participants carried out several stages of activities consisting of: (a) Deepening of Material, (b) Development of Learning Tools, c) Comprehensive Test, d) Field Experience Practice, (c) Evaluation, and d) Reflection.

Data collection and analysis / Statistical analysis

Data was collected using a Google form with 15 question items related to acceptance or uptake and 15 items related to process evaluation. Each question consists of 4 answer choices that researchers can choose according to their beliefs. Data were analyzed using SPSS to calculate the distribution of research data.

Results

The response results from distributing the questionnaire are as follows:

Table 1.

| Demographic Information | | | |
|-------------------------|--------------------|-----------|----------|
| Variable | | Frequency | % Sample |
| School | Junior High School | 123 | 50.2% |
| | Senior High School | 122 | 49.7% |
| Age | 20-29 | 97 | 39.6% |
| | 30-39 | 65 | 26.5% |
| | 40-49 | 46 | 18.7% |
| | 50-59 | 37 | 15.1% |
| Gender | Male | 177 | 72.2% |
| | Female | 68 | 27.8% |
| Education | Bachelor Degree | 171 | 69.8% |
| | Master Degree | 74 | 30.2% |
| Work Experience | 1-5 years | 31 | 12.7% |
| | 6-10 years | 73 | 29.8% |
| | 11-15 years | 66 | 26.9% |
| | 16-20 years | 34 | 13.9% |
| | 21-25 years | 26 | 10.6% |
| | 26-30 years | 12 | 4.9% |
| | 31-35 years | 3 | 1.2% |

Table 2.

Percentage of Responses to Material Acceptance Indicators

| No. | Statement | SA (%) | A (%) | DA (%) | TD (%) |
|-----|---|--------|-------|--------|--------|
| 1. | I know the achievements of online Teacher Professional Education Program learning for the field of physical education | 46.5 | 49 | 2.4 | 2.1 |
| 2. | I can easily run the Teacher Professional Education Program online learning application at Universitas Negeri Semarang, namely the <i>Learning Management System (LMS)</i> with the help of a guide. | 41.7 | 49 | 7.7 | 1.6 |
| 3. | I have no trouble getting an internet signal in the area where I teach. | 33.1 | 46.5 | 16.3 | 4.1 |
| 4. | I am more interested in Teacher Professional Education Program online learning, rather than face-to-face learning. | 4.9 | 39.6 | 53.9 | 1.6 |
| 5. | Teacher Professional Education Program online learning provides more varied learning resources and makes it easier for me to understand the material. | 31.8 | 40,8 | 25.4 | 2 |
| 6. | I can take advantage of the facilities in the <i>Learning Management System (LMS)</i> | 41.2 | 57.1 | 1.7 | 0 |
| 7. | I have enough time to study Teacher Professional Education Program learning materials online | 8.6 | 32.6 | 54.7 | 4.1 |
| 8. | I can complete the tasks given in Teacher Professional Education Program according to the allotted time. | 17.1 | 46.2 | 36.7 | 0 |
| 9. | When participating in online Teacher Professional Education Program, I can still carry out my teaching duties at school according to schedule, and not be disturbed | 24.1 | 30.2 | 41.6 | 4.1 |
| 10. | I feel that there is an additional burden when participating in the online Teacher Professional Education Program implementation | 4.1 | 11.4 | 44.5 | 40 |
| 11. | I prefer to carry out face-to-face Teacher Professional Education Program directly on campus rather than online | 36.7 | 45.8 | 16.3 | 1.2 |
| 12. | I am more satisfied with carrying out discussions during video conferences rather than through forums at the <i>Learning Management System (LSM)</i> because the discussion process can develop more broadly. | 44.9 | 46.9 | 8.1 | 0 |
| 13. | I can easily understand the material provided online in the <i>Learning Management System</i> used in Teacher Professional Education Program at Universitas Negeri Semarang | 41.6 | 48.9 | 7.3 | 2.2 |
| 14. | The explanations given by the instructors online using the meeting application platform are very easy to follow | 37.1 | 45.3 | 16.3 | 1.2 |
| 15. | <i>Learning Management System (LSM)</i> provides storage space and display of material that is easy to learn and access | 42.8 | 55.6 | 1.6 | 0 |

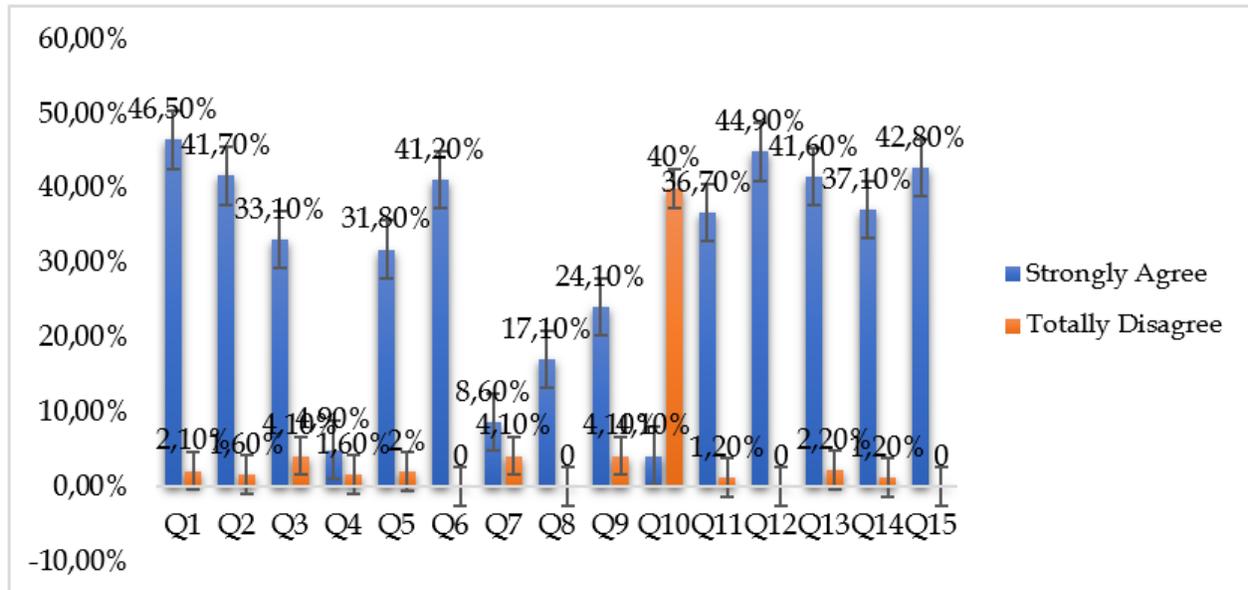


Figure 1. Response Results Strongly Agree and Totally Disagree on the acceptance aspect of the material

Table 2.

Percentage of Responses to Process Evaluation Indicators

| No. | Statement | SA (%) | A (%) | DA (%) | TD (%) |
|-----|---|--------|-------|--------|--------|
| 1 | Most instructors carry out online learning according to the time allotted. | 10.3 | 79.4 | 8.8 | 1.5 |
| 2 | The duration of online Teacher Professional Education Program is in accordance with the amount of material to be studied | 5.4 | 53.5 | 38.2 | 2.9 |
| 3 | Giving assignments and evaluating the implementation of online Teacher Professional Education Program in accordance with the material provided. | 14.7 | 77.9 | 7.4 | 0 |
| 4 | The instructor provides sufficient input in each discussion forum and assignments carried out | 10.8 | 68.2 | 19.5 | 1.5 |
| 5 | I can easily get my results by participating in online Teacher Professional Education Program activities | 13.7 | 78.9 | 7.4 | 0 |
| 6 | Administrative services, especially in the use of Learning Management System, are easy for me to get | 21.6 | 76.9 | 1.5 | 0 |
| 7 | The space used for conveying material is adequate | 31.9 | 65.1 | 1.5 | 1.5 |
| 8 | Most of the instructors master Teacher Professional Education Program material | 24.5 | 63.8 | 10.2 | 1.5 |
| 9 | The instructor gave a lot of input in the material presentation process | 22 | 72.1 | 3.4 | 2.5 |
| 10 | The teacher who is in charge of providing assistance can really feel the impact | 19.1 | 60.3 | 20.6 | 0 |
| 11 | The combination of instructors and pamong teachers is in tune and aligned with regard to the substance of the delivery of the material | 43.3 | 50.7 | 3.5 | 2.5 |
| 12 | PPL implementation has enough time to carry out teaching exercises and exams | 30.4 | 60.8 | 8.8 | 0 |
| 13 | Coordination of the implementation of coordinated knowledge tests so that information is easily obtained | 27.4 | 70.1 | 2.5 | 0 |
| 14 | Each material is delivered according to schedule by the instructors | 41.2 | 56.3 | 2.5 | 0 |
| 15 | The Learning Management System used in online Teacher Professional Education Program at Universitas Negeri Semarang really helps the smooth implementation of online Teacher Professional Education Program | 47.3 | 51.1 | 1.6 | 0 |

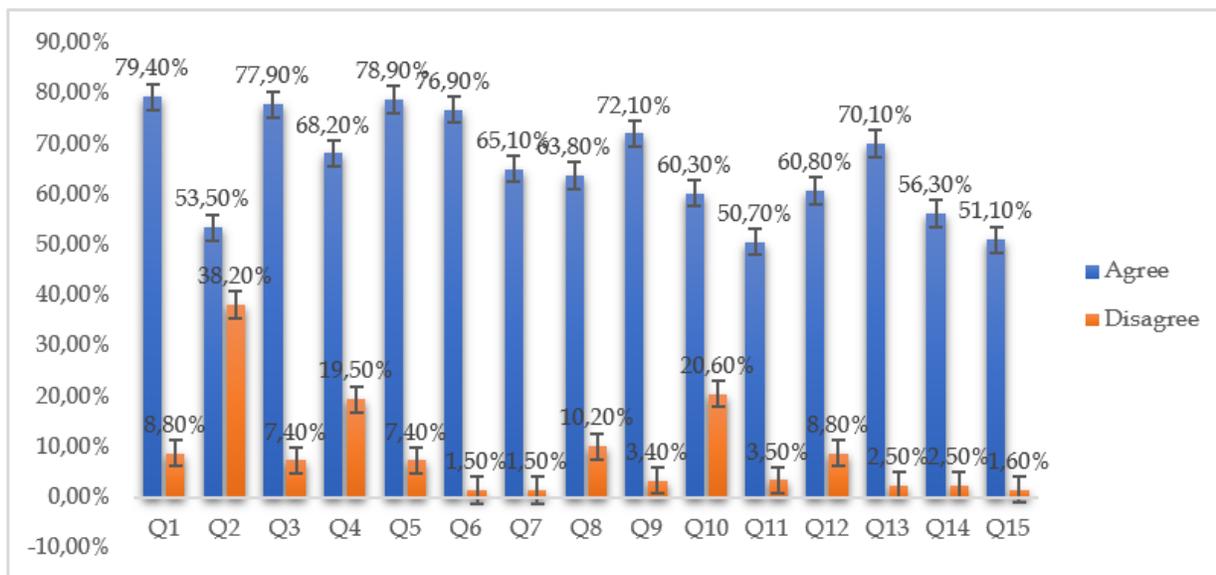


Figure 2. Response Results Agree and Disagree on the evaluation proces

Based on the results displayed in the table above, several participant responses can be seen, including: more than 90% of participants understand the results and achievements of Teacher Professional Education Program activities in the office; more than 90% of participants were able to register and use the Learning Management System provided by LPTK Semarang State University; more than 75% of participants felt that they did not experience difficulties related to the network at the location during the implementation of the Teacher Professional Education Program; more than 50% of participants stated that they were not interested in implementing the Teacher Professional Education Program online; more than 70% of participants understand the learning resources provided in the Learning Managements System; more than 95% of participants felt the benefits of the Learning Management System provided; more than 50% of participants felt there was not enough time to study all the material provided during the Teacher Professional Education Program; more than 60% of participants can complete all assignments on time; only 54% of participants said they were able to maintain a regular teaching schedule while taking part in the online Teacher Professional Education Program; more than 80% of participants stated that there was no additional burden while taking part in the online Teacher Professional Education Program; more than 80% of participants prefer the Teacher Professional Education Program to be held offline on campus; more than 90% of participants said they were happier when discussing using video conferencing compared to simply writing comments in the system; 90% of participants answered that it was easy to understand the contents of the Learning Management System; more than 80% of partici-

pants answered that the material presented by the instructor was easy to understand and follow; and more than 95% of participants stated that the space features and Learning Management System used were very easy to access.

Dicussion

Learning Format Preferences

It is interesting to note that more than 80% of participants prefer the implementation of programs offline on campus. This indicates that although there is a high acceptance of technology and the materials provided, the face-to-face learning experience is still considered more effective by the majority of participants. Additionally, over 90% of participants prefer to discuss using video conferencing rather than interacting through text alone, indicating a preference for more dynamic and personal interaction in online learning.

Effectiveness and Challenges in Online Learning

Challenges in maintaining a regular teaching schedule during the online program were reported by 54% of participants, indicating that although technology supports the program, other factors such as time discipline and management skills influence the effectiveness of learning. More than 75% of participants reported not experiencing network difficulties, which is a positive indication that the technological infrastructure supports online learning activities. However, there is still room for improvement in terms of designing programs that are more flexible and supportive of individual needs.

Benefits and Limitations of the Learning Management System

The majority of participants (more than 95%) stated that the features and accessibility of the LMS were very adequate, indicating successful integration and implementation of the system. However, it is also important to evaluate feedback from participants who felt that the presented materials and the time allocated were insufficient, highlighting the need for further adjustments to the intensity and depth of the provided materials.

The above research results show that more than 90% of participants understand the outcomes and achievements of the activities and feel the benefits of using the Learning Management System (LMS), indicating a high success rate in knowledge transfer and technology utilization. However, more than 50% of participants feeling that there was not enough time to study all the materials reflects issues in curriculum planning and program pacing. This condition shows that while technology can enhance the accessibility and flexibility of learning, instructional design and participant support still need to be improved to ensure that all participants can follow effectively. Additionally, other findings show that more than 50% of participants are not interested in the online teacher development program. Factors contributing to this lack of interest include insufficient social interaction, digital fatigue, lack of trust in effectiveness, and limitations in technology and internet access (Aldridge, 2021; Almalki, 2020; Chavda et al., 2023; Lan et al., 2023).

These results have significant implications for the design and implementation of future teacher training programs, not only in the context of physical education but also in other disciplines. First, they highlight the importance of professional development that is not only focused on the use of tools but also on adapting content and methodologies to meet the specific needs of teachers and participants. Second, they emphasize the need for supportive infrastructure, including technical and pedagogical support, to facilitate a smoother transition from conventional to digital learning.

In the study on the Implementation of the Online Teacher Professional Development Program, a notable finding is the high level of participant satisfaction with the use of the Learning Management System (LMS). This research shows that more than 90% of participants understand the outcomes and achievements of the activities through the use of the LMS. The study by (Martin et al., 2020), which explored participants' perceptions of LMS in the context of blended learning, revealed similar results, where positive acceptance of LMS was associated with design and functionality that supported participants' learning experiences.

However, this study also found that more than 80% of participants prefer face-to-face learning on campus over online learning. This contrasts with the findings of a study by Johnson et al., (2022), which showed an increasing trend in

the adoption of blended learning approaches among educators, combining both online and face-to-face aspects to achieve maximum effectiveness. This indicates that while online learning technology is effective for certain aspects, direct interaction is still highly valued, especially in the context of physical education, which emphasizes interaction and physical demonstrations.

Additionally, more than 50% of participants in this study felt they did not have enough time to study the provided materials. This issue was also raised in research by Henderson et al., (2017), which identified time management as one of the main challenges in online learning, potentially affecting academic performance and learner satisfaction. This indicates that the design of online courses needs to better consider flexible study time and provide adequate resources to support self-directed learning.

Lastly, the high acceptance of interactive features such as video conferencing among participants in this study supports the findings of Orhan & Beyhan (2020), which stated that video conferencing technology can significantly enhance participant engagement and satisfaction in online learning. The use of video conferencing not only facilitates social interaction but also improves the quality of communication between participants and instructors. Therefore, integrating this technology into online education programs is considered critical to replicating the success of face-to-face interactions.

One of the main strengths of this study is the use of a comprehensive survey involving a large number of respondents, reflecting a variety of experiences and perceptions of the online learning program. The use of LMS as the primary platform and the focus on user experience provide strong data regarding the effectiveness of technology in delivering educational material. This methodology allows the study to effectively measure the level of satisfaction and acceptance of the technology, providing relevant insights into how such programs can be improved.

However, this study also has some limitations that need to be acknowledged. First, focusing on one educational institution may not reflect the conditions in other institutions with different contexts, which can limit the generalizability of the findings. Additionally, the use of self-report surveys can lead to subjective bias, where respondents may provide answers they believe are desired by the researchers or that reflect their own positive self-perceptions. This can affect the accuracy of the data collected.

The methodological strengths of this study provide robust data on the effectiveness and acceptance of the LMS, affirming that this technology can be a highly effective tool for distance learning. This data is useful for informing future policies and practices related to the design of professional development programs for teachers. However, these limitations indicate that the findings should be interpreted with caution. Specifically, the potential bias in self-report surveys

and the limitations in generalization require further studies that might involve more objective methods or comparisons with other institutions to confirm and expand these findings.

Practical recommendations for future research include longitudinal studies that evaluate the long-term impact of online learning programs on teaching practices and learning outcomes. The aim is to identify ongoing changes and continuous improvements in teaching practices.

Conclusions

The purpose of this article is to understand the perspectives of physical education teachers in participating in online teacher development programs. The researchers consider this study important because the Online Teacher Professional Development Program is an innovation in the field of education, allowing teachers to access professional learning without having to be physically present at a specific location. However, the implementation of online programs is still relatively new and has not been extensively studied, especially from the perspective of physical education teachers. This research can fill this knowledge gap and provide a better understanding of the effectiveness and challenges of online teacher development programs. Using a descriptive quantitative approach, it was found that more than 80% of participants were able to receive and absorb the material provided by instructors through the LMS (Learning Management System) during the specified duration of the online teacher development program. In fact, more than 75% of participants did not feel disrupted by network issues in their area. Other findings from this study reveal that more than 50% of participants are not interested in online teacher development programs. It is very important to consider both the methodological strengths and limitations in a broader context. Applying a more holistic and inclusive approach in future research can help address these limitations and provide a deeper understanding of the effectiveness of online teacher professional development programs.

Conflicts of interest

There is no conflict of interest in writing this research article.

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