



Analysis of Physical Education Learning Quality State Elementary Schools Producing O2SN Athletes 2025: Teachers' Perspectives

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History Article

Received March 2026

Approved March 2026

Published vol 13 no 1 2026

Keywords

Learning Quality; O2SN Athletes; Physical Education Teacher Role

Abstract

This study was motivated by the significant gap between primary schools in producing athletes for the National Student Sports Olympics (O2SN), which indicates variations in the quality of physical education instruction. This study aims to comprehensively analyse the quality of physical education learning in influencing the success of schools in developing O2SN athletes from the teachers' perspective. Using a qualitative design with a phenomenological approach, this study involved 15 physical education teachers from public primary schools in Rancakalong Subdistrict, selected through purposive sampling. Data were collected over two months through semi-structured interviews, questionnaires, and observations, with validity ensured through triangulation, and analysed using a thematic and descriptive approach. The results, visualised through a hierarchy chart, reveal that the most dominant factors in the success of producing athletes are contextual conditions (talent identification and differentiated learning) and teacher action strategies (varied methods, motivation, and individual guidance). Teachers play a crucial role as the primary filter in identifying student potential through regular learning integrated with additional training and extracurricular programmes. Although limited facilities are a major obstacle, teachers' creativity in modifying equipment maintains instructional effectiveness. This study concludes that O2SN achievements are a systemic accumulation of pedagogical quality, students' intrinsic interest, and school support that synergises intracurricular activities with athletic development.

How to Cite

Nurmallasari, M., Rahman, A. A., & Supriyadi, T. (2026). Analysis of Physical Education Learning Quality State Elementary Schools Producing O2SN Athletes 2025: Teachers' Perspectives. *Journal of Physical Education, Health and Sport*, 13 (1), 204-212.

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INTRODUCTION

Long-term athletic ability is developed during this phase because children are in a period of rapid motor development. According to Costa et al., (2018), ages 7–12 are the fundamental motor phase, which is the stage when children master basic skills such as running, jumping, throwing, and catching, which form the basis for more complex athletic skills. Early athlete development does not only focus on improving performance, but also on introducing physical activities that are enjoyable, safe, and appropriate for the child's stage of development. In addition, the concept of Long-Term Athlete Development (Vazou et al., 2017), emphasises that the development process must be structured, gradual, and take into account the physical and psychological readiness of the child. Schools use physical education as an organised platform where students learn basic movement skills, physical literacy, and the principles of teamwork, discipline, and resilience (Sahabuddin et al., 2025). With this in mind, coaching at the primary school level should be aimed at building a foundation of technique, fitness, and children's interest in sports in a sustainable manner.

Achievements in the National Student Sports Olympics (O2SN) serve as an indicator of the success of sports development at the primary school level, as this event requires students to possess technical, physical, and mental competitive abilities aligned with the competency standards for young athletes. Conceptually, O2SN is designed as a platform for developing potential, sportsmanship, and appreciation for the diversity of sports disciplines (Palma et al., 2025). To perform optimally, students need to fulfil several basic components, such as mastery of fundamental techniques, physical readiness, and understanding of simple yet effective game strategies.

Factors supporting student achievement in O2SN include internal motivation, adequate learning facilities, the quality of PE learning, and active support from schools and families. The quality of learning designed by PE teachers is also a key factor, especially if it is based on the principles of gradual, specific, and educational training. Additionally, one of the keys to a great learning outcome is selecting the appropriate educational materials (Rahman et al., 2020). The quality of PE learning is directly related to students' readiness to participate in O2SN because structured learning allows for the balanced development of competitive techniques,

physical abilities, and mental skills. Physical Education, Sports, and Health (PE) are very important for the physical, mental, emotional, and social development of students (Noor et al., 2025). A well-structured learning process also prepares students for competition through basic technical training, sportsmanship habits, and increased physical endurance (Dese & Wibowo, 2025; Lesbekova et al., 2016). The quality of learning designed by PE teachers is also a key factor, especially if it is based on the principles of gradual, specific, and educational training. The quality of PE learning is directly related to students' readiness to participate in O2SN because structured learning allows for the balanced development of competitive techniques, physical abilities, and mental skills (Grajeda et al., 2019). Physical education plays an important role in shaping students' character through systematic physical activities as part of the school curriculum. Physical education not only aims to improve students' physical abilities but also to instil moral, ethical, and social principles (Nuraeni et al., 2025). Thus, the higher the quality of PE learning, the greater the school's chances of producing athletes in the O2SN event.

Significant differences in the success of primary schools in producing O2SN athletes indicate fundamental problems related to the quality of Physical Education, Sports, and Health (PE) learning in each school. Some schools are able to consistently send athletes and achieve success, while others cannot even produce a single athlete who is ready to compete, thus creating a gap in the coaching and development of students' sporting potential. This situation limits students' opportunities to gain competitive experience, develop a sporting character, and develop their sporting talents from an early age, especially in schools where the quality of PE learning is not yet optimal. Previous studies have shown that the quality of PE learning, teacher competence, and the quality of training programmes have a direct influence on students' athletic achievements (Dejan et al., 2024; Fauth et al., 2019). In addition, the role of facilities and infrastructure and the curriculum are also important factors that determine a school's success in producing accomplished athletes (Thompson et al., 2023). Therefore, it is necessary to comprehensively analyse the quality of PE learning as an effort to identify the determining factors of a school's success in producing O2SN athletes. The urgency of this research is even stronger because improving the quality of PE learning not only affects competition performance but also

contributes to the overall physical, mental, and character development of students.

Previous research shows that the quality of physical education in primary schools is influenced by various factors that interact in determining learning success. Hiskya et al., (2025) examined the relationship between the learning environment, student motivation, and sports facilities in primary schools on the Indonesia-Papua New Guinea border and found that these three variables had a significant influence on PE learning outcomes, especially on students' physical involvement and basic motor skills. Furthermore, Milenković et al., (2024) tested the effect of one semester of physical education on students' psychophysical development and showed a significant increase in physical fitness and motor skills. Similar results were shown by Dejan et al., (2024), who studied the impact of a one-year PE programme and found that structured routine exercises improved students' physical development and health. In addition, the study Marsden & Weston, (2007) emphasised the importance of a holistic and inclusive approach in physical education to ensure that all students have the opportunity to develop optimally.

Although previous studies have highlighted factors that influence the quality of physical education, such as the learning environment and students' psychophysical development through structured PE programmes, research on the direct relationship between the quality of PE learning and the ability of schools to produce O2SN athletes is still very limited. The novelty of this research lies in its analytical focus, which specifically explores how the quality of learning, including teacher competence, teaching methods, facilities and infrastructure, and evaluation, contributes to the competitive success of students in the O2SN event, a relationship that has not been comprehensively discussed in previous studies. In addition, this research makes a real contribution to the achievement of SDG 4 (Quality Education) through efforts to strengthen the quality of PE learning more evenly, as well as SDG 3 (Good Health and Well-being) by encouraging physical activity, fitness, and the development of students' motor skills from an early age. Thus, this study is expected to provide an empirical basis for improving the quality of sports learning and equalising opportunities for achievement for all students. Based on the above background, this study will explore the extent to which the quality of PE learning influences the success of primary schools in producing O2SN athletes.

METHOD

This study used a qualitative design with a phenomenological approach, which aims to understand the experiences, perceptions, and subjective meanings experienced by PE teachers related to the learning process and coaching students to become O2SN athletes. The phenomenological approach was chosen because it is able to reveal complex and dynamic social realities, including how teachers interpret their roles as learning managers and facilitators of student development. The researcher refers to the views of Watson (2025), which state that phenomenology is used to explore individuals' life experiences in a particular context and identify the essence of the phenomenon being studied. This reference was chosen because it provides a systematic methodological framework for collecting and analysing data through questionnaires, interviews, and observations. Thus, the phenomenological design is considered most appropriate for identifying the factors that influence the success of PE learning in producing O2SN athletes, not only technically but also emotionally, pedagogically, and contextually.

This research procedure was carried out through four main systematic steps. The first step was field data collection, focusing on interviews, questionnaires, and observations, to obtain empirical information about PE learning practices and the coaching of students' physical fitness to become O2SN athletes. The second step is preliminary data processing, which includes rewriting (transcribing) the interview results, collecting the completed questionnaires, and organising the observation notes into a systematic format. The third step is data analysis, which includes identifying patterns and themes from the interview and observation results, reducing the questionnaire data into a simple tabulation, and interpreting the meaning of the findings in the context of the research. The fourth step is the presentation and reporting of results, which involves compiling the findings from the three instruments in the form of a narrative description and thematic analysis. This procedure is in line with the analysis flow, namely data reduction, data presentation, and conclusion drawing, so that the research results are more valid and reliable (Hayes & Jung, 2023).

The participants in this study were 15 PE teachers from public elementary schools in Rancakalong Subdistrict who participated in the O2SN event in 2025. Of the total participants, there were 12 male teachers and 3 female teachers, ranging in age from 26 to 60 years. These teachers

came from various public elementary schools in the Rancakalong area, with teaching experience ranging from 3 to 37 years. All participants were directly involved in the PE learning process and student coaching, enabling them to provide relevant and in-depth data on the practices, strategies, and challenges of student coaching at school. According to Severiano et al., (2025) the selection of diverse participants allows researchers to obtain different perspectives, thereby enriching the findings of qualitative research. This opinion confirms that the variation in participant characteristics broadens the representation of experiences, making the interpretation of phenomena more valid. Participants were selected using purposive sampling, with the criterion being teachers who had coached students to become athletes in preparation for the 2025 O2SN. This approach was chosen to ensure the representation of real experiences from teachers who were directly involved in the research context.

The research instruments consisted of semi-structured interview guidelines, teacher perception questionnaires, and PE learning observation sheets. The interview guidelines were compiled based on learning quality indicators (ability to plan learning, ability to use media or teaching aids, ability to use learning methods, ability to manage the classroom, and ability to evaluate) to explore the experiences and perceptions of teachers in depth. The questionnaire uses a five-point Likert scale to measure teachers' perceptions of learning quality, the continuity of learning with extracurricular activities, and the success of O2SN. The observation sheet is used to record teaching methods, media use, student involvement, and the evaluation process in the field. The validity of the instruments was maintained through four components of trustworthiness (Newman et al., 2013). Credibility was achieved through triangulation of interviews, questionnaires, and observations. Dependability was maintained by documenting the research procedures in detail. Confirmability was achieved through audit trails and the separation of interpretation from data. Transferability was achieved by presenting a complete description of the research context.

Data collection took place over two months and involved in-depth interviews, questionnaires, and observations of physical education lessons. According to Gibbs et al., (2007) qualitative research requires sufficient time for data collection to enable researchers to understand the social context, participant behaviour, and educational dynamics naturally. Interviews in this study were conducted in a semi-structured manner to give participants the opportunity to reflectively ex-

press their experiences. Questionnaires were chosen because this instrument allowed researchers to obtain a systematic overview of physical education teachers' perceptions regarding the quality of learning and efficient student coaching support, while observations focused on learning strategies, use of facilities, and evaluation of physical education learning. The triangulation method technique was used to improve data accuracy.

Data analysis was conducted using three approaches according to the type of research instrument. Questionnaire data were analysed using descriptive analysis, aiming to describe teachers' perceptions of the quality of PE learning and athlete coaching support. Interview data were analysed using thematic analysis to identify patterns of meaning, categories, and themes related to the quality of PE learning and the determining factors for the success of O2SN athlete coaching. Thematic analysis is a flexible method that is effective for identifying patterns of meaning in qualitative data (Sandhiya & Bhuvanewari, 2024). The observation data was analysed using descriptive analysis, aiming to provide a concrete picture of behaviour, learning activities, use of facilities, and implementation of the training programme in the field. The analysis process followed a cycle of data reduction, data presentation, and conclusion drawing, resulting in a systematic and comprehensive interpretation.

RESULTS AND DISCUSSION

Based on the results of the analysis of the PE teacher interview data visualised through a hierarchy chart, it can be seen that the quality of PE learning in supporting the school's success in producing O2SN athletes is formed through eight main interconnected components, namely: contextual conditions, action strategies, learning management strategies, evaluation strategies, causal conditions, final results, consequences, and intervening conditions. **Figure 1.** shows these findings.



Figure 1. Hierarchy Chart Interview Result

The hierarchy chart shows that the dimensions with the most dominant area proportions are contextual conditions (specific situations), action strategies (teacher actions), followed by learning management strategies, then evaluation strategies, and causal conditions (main causes). Meanwhile, the final outcome, consequences (supporting and inhibiting impacts), and intervening outcomes form the final part of this relationship flow. These components are presented as follows:

Contextual Conditions: Identification and Differentiation of Learning

There are four main components in contextual conditions, namely P-DIF (Differentiated Learning), P-KUR (Curriculum), B-ID (Talent Identification), and I-AKT (Intensity of Physical Activity). The hierarchy chart shows that P-DIF and B-ID have a significant portion, indicating that teachers actively identify students' potential through observation of motor skills, interests, learning speed, and courage during physical activities. Interview 4 states:

"PE plays a very crucial role here, not only providing scores but also serving as a compass that guides the quality of teaching and acts as the first filter in discovering students' talents and interests in sports. It has a huge influence."

This process shows that regular learning becomes the initial space for searching for athletic potential. This is in line with the theory of sports talent development, which states that early identification through observation of performance in learning activities is an important stage in the achievement development system (Abbott & Collins, 2004).

The curriculum (P-KUR) remains the foundation, but is adapted to the students' abilities. Interview 14 states:

"Based on the children's ability to perform the movements carried out on the field, we observe each child first."

Activity intensity (I-AKT) is also important, as active students tend to develop faster. Observation data shows that 83% of teachers use methods that encourage active participation. This finding confirms that regular learning is the initial and primary space in the process of identifying and developing prospective athletes.

A comparison between contextual conditions and teacher action strategies shows a complementary relationship in supporting the school's success in producing O2SN athletes. Contextual conditions include identifying student talent, differentiated learning, curriculum

adjustments, and the intensity of physical activity, which form the basis of the coaching process. At this stage, teachers act as observers and analysts who understand the characteristics, potential, and needs of students before determining learning steps. In other words, contextual conditions are diagnostic in nature because they help teachers map students' abilities as a foundation for targeted and systematic sports skill development.

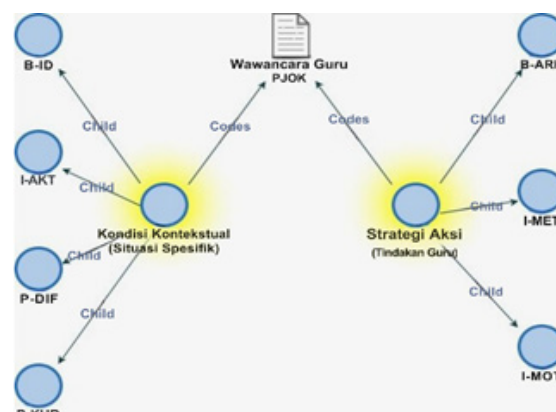


Figure 2. Compare Diagram of Contextual Conditions with Action Strategies

Meanwhile, action strategies are a tangible implementation of the results of this identification through the use of varied learning methods, motivation, and individual guidance and direction. If contextual conditions answer who and how students are, then action strategies answer what must be done to develop that potential. The dominance of action strategies in the findings shows that teachers' actions in the field are a key factor in transforming potential into achievement. Thus, the success of O2SN is not only determined by students' talents, but also by teachers' ability to integrate contextual understanding with adaptive, targeted, and sustainable learning strategies.

Teacher Action Strategies as a Dominant Factor

The hierarchy chart shows that action strategies (I-MET, I-MOT, B-ARH) are the most dominant component, especially in learning methods (I-MET). Teachers use a variety of methods, hands-on practice, match simulations, and technical exercises to improve the quality of learning. Motivation (I-MOT) is provided through verbal reinforcement and rewards to build students' confidence. Interview 7 states:

"Children often feel insecure or embarrassed when they play in a match, so I always give them rewards to encourage them and motivate them."

"Learning media or tools are very supportive. If the learning tools or media are already available, then their use should be maximised. If they are not yet available or complete, then they should be modified. Where we are concerned with pursuing achievements or targeting children to participate in O2SN selection or compete in O2SN, it must be maximised."

Observation data shows that 67% of teachers creatively modify media, reinforced by a questionnaire in which 90.67% of teachers stated that they are creative in their use of media. Furthermore, limited facilities make it difficult to directly apply the standards (S-STD) in learning. As a result, teachers must modify equipment, adjust field sizes, and use alternative media so that learning can continue and remain focused on competition readiness. These findings indicate that the more limited the availability of standardised facilities, the greater the need for teachers to make modifications to prepare students for O2SN events, so that the effectiveness of physical education learning remains highly dependent on the ability of teachers to manage and adapt available resources (Rozy et al., 2026). Meanwhile, P-LING as a supporting factor also influences outcomes, both in terms of school culture and support for sports activities.

Outcome (Final Result)

The outcome in the hierarchy chart is shown by P-O2SN (O2SN Achievement), which is connected to B-ARH (Guidance and Direction) and B-DUK (School Support). O2SN achievement is the accumulated result of a structured learning process, starting from the formation of basic interests and skills to advanced training.

The B-ARH component shows that technical guidance and continuous coaching continue to play a role in the final stage to prepare students for competition. Interview 14 stated:

"The children's readiness is supported by their own enthusiasm as well as the support of their parents, class teachers and the head teacher, so the methods provided by the PE teacher certainly play a role."

Meanwhile, B-DUK in this context refers to the school's support in maintaining continuity between PE learning and extracurricular activities. This support takes the form of additional training policies, facilitation of sports-me programmes, and integration of coaching with the school agenda. Interview 4 states:

"In addition to sports lessons, we hold extracurricular activities in several fields, so children who excel in one field can explore that extracurricular activity further."

Thus, O2SN achievements are not only the

result of classroom learning but also the synergy between PE learning and integrated extracurricular programmes. This finding aligns with the principle of long-term coaching, which emphasises the importance of continuity in training systems and institutional support for the development of school-age athletes (Howard et al., 2019).

Consequences (Impact of the Learning Process)

Consequences in the hierarchy chart are the direct impact of the implementation of learning strategies and intervention support. This component consists of B-MIN (Increased Student Interest) and B-DAS (Formation of Basic Skills).

Increased student interest (B-MIN) is an early indicator of learning success. Interest in sports activities encourages active participation and consistent practice. In the observation findings, 93% of teachers used methods that encouraged active student participation, added to which 97.33% of teachers always tried to make the classroom atmosphere interesting, according to the questionnaire data. Intrinsically growing interest makes it easier for teachers to provide further guidance. Furthermore, the formation of basic skills (B-DAS) indicates that students have mastered basic techniques, movement coordination, and understanding of game rules. Mastery of these basics is an important prerequisite before students enter the competitive stage. This gradual process is in line with the theory of sports skill development, which emphasises the importance of skill foundations before specialisation (Khudolii et al., 2025).

Intervening Conditions (Supporting/Hindering Factors)

Unlike internal management strategies in learning, intervening conditions are external factors that strengthen or weaken the coaching process. In the hierarchy chart, intervening conditions consist of S-KOL (Inter-School Collaboration) and B-DUK (School Support).

Inter-school collaboration (S-KOL) appears to play a dominant role, particularly in conducting joint training activities, facilitating facilities, and providing administrative support for participating in competitions. Interview 1 stated:

"Going back to the beginning when we made the plan, there were facilities and infrastructure. For certain activities, we had to prepare the appropriate media first. To lead to O2SN, there had to be additional equipment. If there wasn't any, we could collaborate or ask for help from schools that had the equipment."

Interview 12 added: *"Because schools have limited resources to help develop children's potential, physical education teachers organise extracurricular activities and hold competitions with other schools to highlight their games."*

The KKGO provides space and facilitates coaching by organising training workshops. Meanwhile, school support (B-DUK) contributes to maintaining student motivation, discipline, and continuity of training in the school environment. Moral support and permission to participate are important in maintaining students' mental readiness. According to Lee & Hung (2024), the training system for school-age athletes is greatly influenced by systemic support from the educational environment and family. Thus, intervening conditions play a role in ensuring that learning strategies can run optimally.

CONCLUSION

This study shows that the success of primary schools in producing athletes for the National Student Sports Olympics (O2SN) is not solely influenced by students' natural talent, but is substantially determined by the quality of Physical Education (PE) instruction that is implemented systematically and continuously. The research findings reveal that contextual conditions such as talent identification, differentiated learning, curriculum adaptation, and physical activity intensity serve as the foundation for the athlete development process. Furthermore, teacher action strategies, including the use of varied instructional methods, motivational support, and individual guidance, have proven to be the most dominant factors in transforming students' potential into competitive achievements. This process is reinforced by instructional management that is integrated with training programmes, continuous evaluation, and support facilities and infrastructure which, although limited, can be optimised through equipment modification and teacher creativity. In addition, school support, inter-school collaboration, and extracurricular activities are vital factors that strengthen the success of athlete development at the primary level. Consequently, the success of schools in producing O2SN athletes is determined not only by the completeness of facilities, but more importantly by the pedagogical quality of teachers and an integrated coaching system. Therefore, this study recommends that schools improve the quality of physical education by strengthening teacher competence, providing adequate sports facilities, and developing extracurricular programmes that are integrated with classroom teaching.

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