



Systematic Literature Review: Strategies for Active and Creative Learning in Elementary School Physical Education

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Abstract

Physical education in elementary schools has an important role in developing children's physical, mental and social development. This research investigates innovative teaching strategies in physical education in elementary schools, with the aim of improving motor skills, increasing physical fitness, and fostering a healthy lifestyle among children. The method used is Systematic Literature Review (SLR) with due diligence articles using MMAT to identify articles during the screening and data extraction stages. Of the 210 articles that were first downloaded, the final 33 articles underwent inclusion and exclusion screening based on certain criteria to analyze various approaches, including technology integration, educational games, skills-based learning, active student participation, and inclusive practices. Findings demonstrate the effectiveness of these strategies in creating engaging and inclusive learning environments. This research highlights the importance of going beyond traditional game-based approaches and exploring more diverse strategies to meet students' individual interests and talents.

How to Cite

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INTRODUCTION

Physical education in elementary schools plays an important role in shaping children's physical, mental and social development. This research has the main objective designed to explore and identify innovative teaching strategies in physical education in elementary schools. During this period of growth, children need activities that can stimulate gross and fine motor skills, and strengthen their physical health. Through physical education children can develop social skills such as cooperation and interaction in various sports activities. Therefore, there is a need for innovative teaching strategies so that physical education learning can be effective and enjoyable (Metzler, 2017).

Physical education in schools has an important role in supporting children's holistic development, which includes physical, social, emotional and cognitive aspects. Effective physical education must be designed to consider students' individual needs and abilities, as well as integrating learning about health, fitness and overall well-being (Hasyim et al., 2024).

Physical education teaching is faced with the challenge of maintaining student interest and participation, especially amidst competition with digital entertainment which increasingly dominates children's attention. To overcome these challenges, innovative approaches are needed, and one effective strategy is the integration of technology in physical education learning (Yu et al., 2018).

Innovative teaching strategies in physical education include the use of technology, educational games, as well as skills-based approaches. Technology can be used to make physical activity more engaging, such as through fitness apps or instructional videos. Educational games also play a role in increasing students' interest in physical education, because games can be adapted to specific learning objectives. The skills-based approach allows students to learn basic sports skills in an intentionally structured, fun way (Yulianto et al., 2023).

Then, the importance of students' active participation in physical education learning cannot be ignored. Teaching strategies that involve students directly in planning and implementing sports activities can increase their motivation and involvement. For example, teachers are able to invite students to participate in choosing the type of sport or game that will be played. This not only makes students feel more valued, but also helps them understand the importance of sports activi-

ties in everyday life (Lubans et al., 2017).

Innovations in physical education teaching also include inclusive approaches that take into account the diversity of physical abilities and special needs of students. In this way, every student can feel the benefits of physical education without feeling marginalized. Through innovative and inclusive teaching strategies, it is hoped that students can develop healthy living habits, improve physical fitness, and form positive character from an early age. This research will explore these various strategies and how their implementation can improve the quality of physical education learning in elementary schools (Haris et al., 2024).

Field observations have revealed several challenges that prompted the researcher to choose this research topic. Firstly, there is a concerning lack of student interest in physical education. Students are more drawn to activities like playing video games or watching television. Secondly, the teaching methods employed are often monotonous and lack innovation, leading to student boredom and a lack of motivation. Thirdly, limited facilities and resources in some elementary schools hinder effective physical education learning. Fourthly, a deficiency in teachers' knowledge of innovative teaching strategies needs to be addressed. Finally, the diverse needs and abilities of students are not fully accommodated in the current teaching methods. Based on these observations, the researcher recognizes the crucial need to develop and implement innovative teaching strategies in elementary school physical education. These innovative strategies are expected to boost student interest and participation, cater to a range of needs and abilities, and ultimately enhance the overall quality of learning.

Based on the aforementioned discussion, this research will investigate several crucial questions related to innovative teaching strategies in elementary school physical education. Firstly, the study aims to identify the innovative teaching strategies implemented in elementary schools. Secondly, it will examine the impact of these innovative strategies on student motivation and participation in physical education. Thirdly, the research will analyze how innovative teaching strategies can accommodate the diverse needs and abilities of students. Lastly, the study will explore how innovative teaching strategies can enhance the quality of physical education learning in elementary schools. Through this series of questions, this research is expected to provide a more comprehensive understanding of the implementation of innovative teaching strategies

in elementary school physical education.

METHODS

A Systematic Literature Review (SLR) is The research method used in this article is to examine, analyze and interpret physical education learning in children. The purpose of SLR is to identify relevant articles, extracts are necessary data, analyzing, synthesizing, in the process of obtaining broader knowledge for the main review of the article (Mohamed Shaffril et al., 2021). There are six steps in Systematics The Literature Review (SLR) process, namely: first Analyze research question, secondly establishing inclusion and exclusion standards, thirdly explore the literature, fourth, sorting the literature, fifth, validating the literature, and finally synthesizing and interpreting (Baker, 2016).

Research subjects used in this research taken from reputable national journal publications. The articles used as data are articles that related to physical education learning in elementary schools. This technique is used to select appropriate samples the variable field of study is physical education in elementary school. The samples used are indexed articles on Google Scholar and others from 2016-2022. Types of data from this research is secondary data with the research instruments used coding because the expected data exists serves to answer some research that does not included in the synthesis (Cooper et al., 2019).

Data collection is part of this research by collecting the data obtained from articles used as research. Data used is secondary data obtained from national article search engines The journal uses the keywords physical education and physical education learning strategies. following inclusion withdrawal as well as the exclusion criteria in the assessment according to the following criteria:

Inclusion Criteria

1. The data used is related to physical education and physical education learning strategies
2. Original Data
3. Article available on Google Scholar
4. Data time between 2016-2022
5. Subjects or participants are children
6. The scope is learning at school

Exclusion Criteria

1. Data is not related to physical education and physical education learning strategies
2. Data is included in the review category article

3. Articles are not indexed on Google Scholar
4. Articles out of date 2016-2022
5. Subjects or participants are not children
6. The scope is learning not at school

Analysis techniques used in this research using bibliographic annotations. Bibliographic annotation analysis, namely drawing simple conclusions based on source identity, qualifications, objectives, conclusions, and sources used answer the problem formulation.

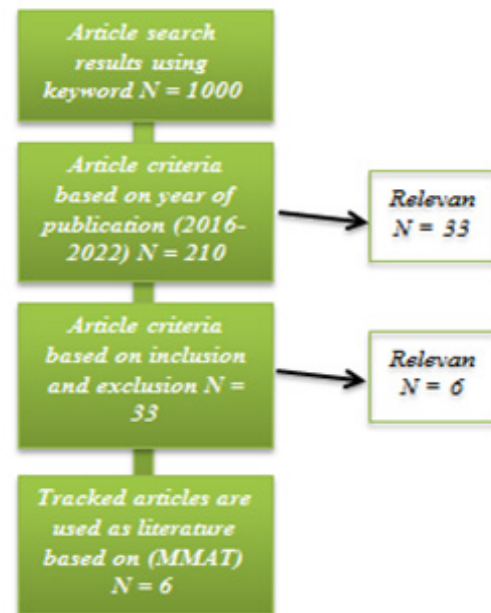


Figure 1. Schematic of the Literature Selection Prism.

RESULTS AND DISCUSSION

Articles taken from 2016-2022 year of publication of physical education learning in elementary schools obtained as many as 210 articles later carried out with inclusion and exclusion criteria. Articles relevant to inclusion and exclusion The criteria determined by the researcher were 33 article. After going through the relevance process through inclusion and exclusion criteria, it is necessary to test the suitability of the article using the 2018 version of the mixed methods assessment tool (MMAT) to obtain 6 articles which can be used as literature in this research. That The following is the process for obtaining the article worthy of being used as material for literature research as follows Figure 1

Judging from the prism scheme above, then The articles obtained form the basis of the literature. In the eligibility process is the MMAT method used to see if the article is used as litera-

ture (Hong, 2018). From the results The article eligibility test found 6 articles which is in accordance with research, namely as follows **Table 1** List of Articles.

Elementary school is a very important forum for preparing from an early age the next generation who will later become the nation's leaders in the future. Apart from that, it is also an educational institution as a vehicle for instilling good character values. Efforts that can be made to develop the character of students are by maximizing the function of physical education subjects, in which there are various physical activities packaged in interesting learning in the form of games. Of course, it doesn't just stop at physical activity alone, physical education also contains various messages as an effort to form the desired character (Risyanto et al., 2024). The learning process used should follow any developments in accordance with the wishes of students who are increasingly critical of the education process. Through structured physical activities, such

as games, sports, and fitness training, students are taught important values such as cooperation, sportsmanship, and discipline. Apart from that, physical education also plays a role in children's social-emotional development, helping them develop self-confidence and the ability to interact with peers. Research shows that regular physical activity not only improves physical health but also contributes to better academic performance and development of children's cognitive function (Risman et al., 2023).

The benefits of physical education in elementary school are not only limited to improving physical fitness, but also include improving academic performance, development social and emotional skills, and the formation of healthy habits that can last a lifetime. Therefore, physical education is an important component in the elementary school curriculum which must be prioritized to support children's holistic development (Pratiwi & Asri, 2020).

Physical education in primary schools has several key benefits that support children's holistic

Table 1. List of Articles

Article Title	Author & Publication Yers	Brief Discussion
Utilization of Recycled Goods for Elementary School Physical Education Learning Media in Percut Sei Tuan District	Ratno & Damanik, 2016	This article discusses the use of recycled goods as learning media for physical education in elementary schools. This research was conducted in Percut Sei Tuan District, Medan, and aims to assist teachers in overcoming learning obstacles by utilizing recycled goods.
Utilization of traditional games as educational learning media for elementary school students	Rusli et al., 2022	This article discusses the use of traditional games as educative learning media in elementary schools. Traditional games are expected to enhance student learning motivation, creativity, and cultural values.
Development of Batok Shoe Game Model for Elementary School Students' Physical Education, Sports and Health Football Learning	Agus, 2020	This article discusses the development of a coconut shell shoe game model for soccer learning in elementary school physical education. This game model is expected to increase student interest and ability in playing soccer.
Examining the Impact of a Teaching Games for Understanding Approach on the Development of Physical Literacy Using the Passport for Life Assessment Tool	Mandigo et al., 2019	This article discusses the impact of the "Teaching Games for Understanding" (TGfU) approach on the development of physical literacy in elementary school students. This research uses the "Passport for Life" assessment tool to measure students' physical literacy levels.
The way to increase the motor and sport competence among children: The contextualized sport alphabetization model	González-Víllora et al., 2019	the "contextualized sport alphabetization" model, which aims to improve children's motor and sports skills. This model emphasizes sport learning adapted to the cultural and social context of children.
Physical activity levels, game performance and friendship goals using two different pedagogical models: Sport Education and Direct Instruction	Rocamora et al., 2019	This article compares two teaching models, "Sport Education" and "Direct Instruction", in their influence on physical activity levels, game performance, and friendship goals in students.

tic development. First, From a physical perspective, physical education helps improve fitness and health, prevent obesity, and reduce the risk of chronic disease in the future. Regular physical activity also helps improve children's coordination, balance and motor skills, which are important for daily activities and participation in sports. Second, from a cognitive perspective, research shows that regular physical activity can improve brain function, including memory, concentration, and problem-solving abilities. Children who engage in physical education tend to show better academic performance because physical activity helps increase blood flow to the brain and reduces stress. Third, from a social and emotional perspective, physical education plays a role in developing children's character. Through various group activities and games, students learn values such as cooperation, sportsmanship, and discipline. They also learn to appreciate differences, work in teams, and manage conflict in a constructive way. Physical education can also help increase students' self-confidence and self-esteem, as they successfully achieve physical goals and participate in challenging activities (Mandigo et al., 2019).

Overall, physical education is an essential component in the elementary school curriculum that must be prioritized. By providing good physical education, schools can help children develop healthy habits that can last a lifetime, improve academic performance, and build positive character traits. The benefits of physical education go beyond the physical, contributing significantly to children's mental, social, and emotional development (Rusli et al., 2022).

Educational games have an important role in physical education learning in elementary schools. This game is an effective tool for teaching children basic motor skills while maintaining a fun and challenging learning atmosphere. By combining interactive, team-based game elements, students can learn to work together, develop social skills, and improve their physical skills naturally (Rumiyati & ZulFitria, 2024). This approach not only makes learning more fun, but also helps students understand that physical activity is not a boring, but something that can provide joy and significant benefits for their health (Wintle, 2022).

A skills-based approach is indeed a very effective strategy in increasing the effectiveness of physical education teaching in elementary schools. By focusing on developing basic skills such as running, jumping, and throwing, teachers can provide students with more structured and progressive instruction. This means that each

skill is taught systematically, starting from basic concepts to more complex levels, so that students have a strong foundation on which to build their abilities further.²² This approach involves demonstration by the teacher, repeated practice by students, and direct feedback from teachers, all of whom aim to help students understand and master physical skills well (Ratno & Damanik, 2016).

An inclusive approach to physical education in primary schools is essential and has a significant impact on all students, including those with special needs. This strategy aims to ensure that every child can actively participate in physical activities and feel the benefits without exception. Teachers play a key role in implementing this inclusive approach by adapting activities and equipment to individual students' needs (Aguss, 2020). Thus, an inclusive approach in physical education is not only about ensuring the participation of all students, but also about creating a strong foundation for a meaningful and positive learning experience for each individual (González-Víllora et al., 2019).

Apart from that, some schools still use the play approach strategy: play is a very effective approach in learning physical education in elementary schools. Children at this age have great interest and enthusiasm for activities that are fun and require physical exercise. By using games, teachers can create a fun atmosphere and encourage indirect learning. Traditional games such as hide and seek, enkrek, and jump rope are good choices because apart from being fun, they also contain cultural values that can be passed on to your students. Teachers can also modify the game to suit the learning objectives they want to achieve. Additionally, treasure hunt games and games with music and dancing can be interesting options. These games not only improve students' physical fitness but also develop other skills such as team collaboration, problem solving, and creativity (Rocamora et al., 2019).

CONCLUSION

Elementary school is a very important forum for preparing from an early age the next generation who will later become the nation's leaders in the future. Overall, the results of this research show that physical education in elementary schools has a crucial role in developing children's physical, mental and social development. A variety of innovative strategies, ranging from the use of skills-based approaches, active student participation, and inclusive approaches all help create an engaging, diverse, and inclusive learning en-

vironment for students. Apart from that, certain schools still predominantly use a play approach to minimize students' interests and talents. Thus, physical education is not only about improving physical skills, but also about building character, social skills, and awareness of the importance of a healthy lifestyle. By implementing these strategies holistically, it is hoped that physical education can make a significant contribution in forming a young generation that is healthy, active and has positive character.

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