



Profile of Physical Education Implementation in Elementary Schools

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Abstract

Education comprises all learning experiences that occur throughout life (lifelong education) and contribute positively to an individual's physical and spiritual development. Physical education (PE) plays a crucial role in enhancing students' motor skills, healthy lifestyle, social interaction, and mental well-being. This study aimed to determine the implementation profile of physical education learning in elementary schools across Regol District, Bandung City. Employing a descriptive quantitative design, the study involved a total sampling of 22 PE teachers. Data were collected using the Learning Supervision Questionnaire and analyzed using descriptive statistics with SPSS 25. The findings revealed a mean score of 90.59, indicating a "Very Good" category in PE learning implementation. Specifically, 55% of respondents achieved "Very Good" scores, and the remaining 45% were in the "Good" category, with no schools rated as "Fair" or "Poor". These results reflect a consistently high standard of physical education teaching across the district. This study concluded that the implementation of physical education learning in elementary schools across Regol District is highly effective.

How to Cite

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INTRODUCTION

Education is a process of interaction between students and educators with the learners to achieve educational goal (WENHAM, 1991). Because education is all learning experiences that occur throughout life (long life education) in all situations and environments that have a positive influence on every individual's spiritual and physical development (Sivevska, 2009; Billett, 2022). In Law No. 20 of 2003 concerning the functions and goals of the education system, it is stated that: the education system functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. It aims to develop the potential of students to become people who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Siregar & Kato, 2021).

Education is a human development process that lasts throughout life, so having good physical condition is very much needed in an individual's life, both for children, adolescents, and adults (Abduljabar, 2011). Because having good physical activity can increase positive influences, good self-confidence, and improve children's cognitive function (Kull et al., 2012). Thus, the lack of physical activity is a factor that causes health problems in children, adolescents, and adults (Adams et al., 2007). Therefore, physical education is very important in early childhood education to help improve children's growth and development in terms of physical, mental, and emotional control (Anzeneder et al., 2023).

Physical education is an important part of education because physical education is not just a decoration in the school program as a medium to keep children busy. However, through well-directed physical education, students can develop better basic motor skills, be involved in conducive physical activities, develop a healthy lifestyle, social development, and improve children's physical and mental health (Mary Geanelli Bernardo, 2015). Thus, physical education becomes an inseparable part of national education aimed at developing students' abilities through physical activity (Phi Yen et al., 2023). The concept of physical education focuses on the process of socialization or acculturation of physical activities, games, and sports (Frank & Bourdieu, 1980; Evans & Davies, 2006; Valtonen et al., 2015). The socialization process is the transfer of cultural values from the older generation to the younger generation. Therefore, all interactions between educators and

students are educational in nature. The intermediary is meaningful movement tasks that provide students with guarantees for sports branches and the adjustment of educational practices to the characteristics of children's abilities to ensure the development and growth of all aspects of student personality (Wicks et al., 2007).

However, the lack of preparedness and mastery of the material by teachers is a serious obstacle in the PE learning process. So, students experience difficulties in understanding the subject matter, lack enthusiasm, and do not feel involved in the learning process. In addition, unprepared teachers may also experience difficulties in managing the class, providing appropriate feedback, and evaluating student learning outcomes (Li & Gao, 2016). According to UNESCO data (2021), only around 64% of teachers worldwide have adequate qualifications to teach. Meanwhile, around 33% of teachers do not have adequate qualifications, and the rest do not know their qualification status. According to the results of a teacher competency test survey conducted by BSNP (BSNP, 2019), PE teachers in Indonesia fall into the category of having a competency level that still needs improvement. Then, according to a study conducted by the Programme for International Student Assessment (PISA) (OECD, 2018), Indonesia ranks 71st out of 79 countries in the category of PE teaching quality in schools. Therefore, teacher readiness is very important to achieve good learning outcomes. Teacher quality has a significant impact on student academic achievement. Research by Walker (2014) shows that students who have quality teachers tend to have better academic performance than students who have less qualified teachers. Thus, teaching strategies are very much needed as they are procedures for selecting, determining, and combining activities in an effort to achieve learning objectives. The preparation of a strategy is the initial activity of the entire teaching and learning process. Strategies have a major influence on student learning outcomes, even determining them. Therefore, a teacher is required to have knowledge and skills in preparing teaching and learning strategies (Coles et al., 2015).

Therefore, the objective of this research is to identify and describe the current profile of physical education learning implementation in elementary schools across Regol District. Specifically, it seeks to evaluate the quality of teaching practices in three critical phases of instruction: planning, implementation, and closing activities, based on the perceptions and experiences of PE teachers. The novelty of this research lies in its

localized approach to evaluating the quality of physical education implementation using a nationally standardized and validated instrument. Unlike prior studies that focused broadly on national or provincial trends, this study provides an in-depth, district-level analysis that reflects the specific conditions, practices, and challenges faced by PE teachers in Regol District. This makes the findings highly relevant for targeted policy formulation and professional development efforts at the regional level.

METHODS

This research employed a descriptive quantitative design, which is particularly suitable for studies aiming to provide a systematic and factual representation of a phenomenon or condition as it exists in the field. The goal of this design is to describe accurately the current status of the implementation of physical education learning in elementary schools. It focuses on measuring and interpreting observable data without manipulating the research setting or conditions.

The rationale for using this design lies in its capacity to produce numerical data that can be statistically analyzed, offering a broad overview of the implementation level across the population. Descriptive quantitative design is widely used in education research to understand prevailing practices, attitudes, and behaviors among specific populations, in this case, physical education teachers.

Moreover, by utilizing a survey-based approach within the descriptive framework, the study enables efficient data collection from multiple schools, allowing the researchers to generalize findings with confidence across Regol District. This design supports transparency, replicability, and comparability, which are essential for contributing reliable insights to the field of education.

The participants in this study were 22 physical education (PE) teachers from public elementary schools across Regol District, Bandung City, Indonesia. These teachers represent a diverse cross-section of educational professionals, each responsible for delivering physical education curricula to students in grades 1 through 6. The sample was selected using a total sampling technique, meaning that every PE teacher within the district was included in the study.

Demographically, most of the participating teachers hold a Bachelor's degree in Physical Education or a closely related field, ensuring a level of subject-matter competence aligned with national education standards. Some of the teach-

ers are also certified civil servants, which further supports their professional status and commitment to public education. In addition, many of them have teaching experience ranging from 3 to over 15 years, indicating a seasoned workforce. Several teachers were reported to be actively engaged in continuing professional development activities such as workshops, training seminars, and teacher working groups, reflecting their motivation to improve teaching practices and align with current educational trends.

These characteristics make the participant group a valid representation of the PE teaching community in Regol District, allowing the study to generalize its findings across the district with high confidence.

The instrument used in this study was the Learning Supervision Questionnaire developed by the Ministry of Education and Culture of Indonesia (Kemendikbud, 2020). This questionnaire was specifically designed to evaluate the quality and effectiveness of classroom learning implementation. It consists of 21 closed-ended items structured to assess three main stages of teaching: the introduction phase, the core activity phase, and the closing phase.

Each item in the questionnaire is rated on a Likert scale from 1 to 5, where 1 represents "strongly disagree" and 5 represents "strongly agree." The aspects assessed include lesson planning, classroom management, instructional delivery, student engagement, use of teaching media, clarity of instruction, and assessment techniques.

To ensure the validity and reliability of the instrument, the questionnaire underwent a rigorous testing process. The reliability coefficient was measured using Cronbach's Alpha, resulting in a high value of $\alpha = 0.91$, indicating excellent internal consistency. Validity was determined through item-total correlation analysis, with a moderate correlation coefficient of $r = 0.39$, suggesting that the questionnaire items are sufficiently representative of the learning supervision construct.

The development of this instrument also drew on international frameworks and has been adapted in various countries such as Ghana, India, the United States, and Saudi Arabia. In Indonesia, it is recognized as a valid tool for evaluating teaching practices at various levels of education.

Data collection was conducted over a period of nine days, from April 27 to May 3, 2025. The researchers coordinated directly with school principals to schedule visits to each of the 22 elementary schools in Regol District. During each visit, the researchers explained the purpose and confidentiality of the study to the respondents to

ensure voluntary and honest participation.

Respondents were then provided with the Learning Supervision Questionnaire and guided through each section to ensure clarity and consistency in their responses. Each teacher was given adequate time to reflect on their teaching practices and complete the questionnaire in a private, undisturbed setting to avoid external influence. In cases where clarification was needed, the researcher provided standardized explanations to maintain uniformity in data collection.

The completed questionnaires were immediately reviewed on-site for completeness and accuracy. If any items were left unanswered, the researchers respectfully asked the participant to complete them before leaving the school premises. All data were collected in printed format, coded, and securely stored for further analysis.

Data The collected data were entered into the Statistical Package for the Social Sciences (SPSS) version 25 for statistical processing. Descriptive statistical analysis was used to summarize and interpret the data. Key statistical measures included frequency, percentage, mean (average), minimum and maximum values, and standard deviation. These measures were used to classify the level of physical education learning implementation across the 22 participating schools.

Scores obtained from the questionnaire responses were grouped into four predefined categories: Very Good (90–100), Good (75–89), Fair (60–74), and Poor (<60). The number of respondents in each category was counted to determine the distribution of performance levels. The mean score provided an overall indication of the implementation quality, while the standard deviation indicated the degree of variation among schools.

RESULTS AND DISCUSSION

This section presents the findings based on the analysis of the questionnaire data gathered from 22 elementary school physical education teachers. The results are presented in one table and one figure: Table displays the overall descriptive statistical values and **Figure 1** shows the distribution of schools according to performance categories.

The data in **Table 1** illustrates that more than half of the teachers (55%) achieved scores categorized as “Very Good,” indicating that the implementation of physical education learning in these schools is exemplary. Additionally, 45% of the teachers fell into the “Good” category, reflecting competent and effective implementation practices, albeit with minor areas for improve-

ment. Notably, none of the teachers were rated in the “Fair” or “Poor” categories, suggesting a strong overall performance in delivering physical education learning across the district. This distribution highlights a uniformity in quality, where all respondents surpassed the 75-point threshold, thereby reinforcing the conclusion that the district demonstrates a high level of pedagogical effectiveness in physical education.

Table 1. Classification of Responses Based on Performance Categories

Score Range	Category	Frequency	Percentage
90-100	Very Good	12	55%
75-89	Good	10	45%
60-74	Fair	0	0%
<60	Poor	0	0%

Data The descriptive statistics presented provide a comprehensive overview of the PE learning implementation scores from the 22 elementary schools surveyed. The minimum score recorded was 80, while the maximum reached a perfect score of 100. The mean score was 90.59, indicating a generally very high level of implementation across the schools. The standard deviation of 6.724 suggests that the data distribution is relatively tight around the mean, reflecting consistency in performance among the schools. This homogeneity in implementation levels implies that the quality of physical education teaching is uniformly high within Regol District.

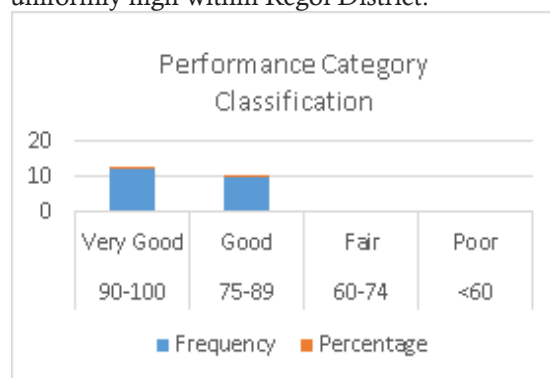


Figure 1. Classification of Responses Based on Performance Categories

The classification results in **Figure 1** indicate that more than half of the schools (55%) fall into the “Very Good” category, suggesting that the majority of physical education programs are implemented at a high standard. Additionally, 45% of the schools are in the “Good” category, reinforcing the consistency of positive results across the district. Notably, there are no schools

in the “Fair” or “Poor” categories, which confirms that all participating schools meet at least a good level of physical education learning implementation.

The study revealed a high standard of physical education (PE) implementation in elementary schools across Regol District. A mean score of 90.59 indicates that the majority of schools have met or exceeded expectations in delivering effective PE learning. This strong performance can be attributed to multiple interrelated factors.

First, the qualifications and academic backgrounds of PE teachers in Regol District significantly contributed to the quality of learning implementation. Most teachers hold a bachelor's degree in physical education or a related field, ensuring content mastery and pedagogical readiness. According to Ennis (2012), teacher competence and content knowledge are central to effective classroom delivery, especially in practice-based subjects such as physical education.

Second, the professional development opportunities available to teachers in this district have enhanced teaching quality. Many teachers were reported to participate actively in workshops, training sessions, and peer collaboration events. These professional engagements not only equip educators with updated teaching methods but also foster a reflective practice culture. This aligns with the findings of Darling-Hammond (2000) and Valtonen et al., (2015), who emphasized the role of continuous teacher learning in elevating educational outcomes.

Third, the role of a structured and clear curriculum cannot be overstated. The curriculum followed in Regol District provides well-defined goals, learning outcomes, and instructional strategies, which guide teachers in planning and executing lessons effectively. Gouëdard et al. (2020) suggested that a robust curriculum framework enhances both the consistency and relevance of educational delivery.

Additionally, the use of varied and student-centered teaching strategies has been a highlight in Regol's PE programs. Teachers integrate play-based learning, cooperative games, and skills-focused drills tailored to students' age and developmental stages. Such strategies not only make PE engaging but also support holistic student development — physically, socially, and emotionally.

Environmental and administrative support within schools also plays an important role. The presence of adequate sports facilities, supportive leadership, and manageable student-to-teacher ratios create a conducive environment for effective

physical education. Furthermore, many of the PE teachers in the district hold civil servant status, indicating a level of job security that potentially supports their motivation and long-term commitment to teaching quality.

Despite these positive findings, the study also suggests that further investigation is needed into other contextual factors such as family support, availability of digital learning tools, student interest in physical activities, and health-related policies implemented at the school level. A broader understanding of these elements would help ensure sustained effectiveness and identify areas for targeted improvement.

CONCLUSION

This study concluded that the implementation of physical education learning in elementary schools across Regol District is highly effective. With a mean score of 90.59, most teachers fall into the “Very Good” and “Good” categories, indicating that learning activities are well-planned, effectively delivered, and properly concluded. The findings demonstrate consistent quality in PE instruction across the district, suggesting that PE programs are executed in alignment with national educational standards. Thus, the profile of PE learning in Regol reflects a strong foundation in teacher competence, curriculum application, and instructional strategy. These results affirm the successful implementation of physical education at the elementary level in this area.

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