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Teacher Experiences of Physical Education, Sports and Health Teaching in Elementary: Challenges and Strategies

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Abstrak

Penelitian ini mengeksplorasi pengalaman guru dalam mengajarkan Pendidikan Jasmani, Olahraga, dan Kesehatan (Penjasorkes) di sekolah dasar, menyoroti tantangan yang dihadapi serta strategi yang digunakan untuk mengatasinya. Penjasorkes adalah bagian penting dari kurikulum pendidikan dasar yang bertujuan untuk mengembangkan kesehatan fisik, mental, dan sosial siswa. Namun, guru seringkali dihadapkan pada berbagai hambatan, termasuk keterbatasan fasilitas olahraga, alokasi waktu yang minim, serta kurangnya dukungan dari sekolah dan orang tua. Selain itu, persepsi siswa yang menganggap Penjasorkes sebagai mata pelajaran yang kurang penting dibandingkan dengan mata pelajaran lain juga menambah kesulitan dalam proses pengajaran. Untuk mengatasi tantangan ini, guru mengadopsi strategi yang lebih kreatif, seperti pendekatan pembelajaran interaktif, integrasi Penjasorkes dengan mata pelajaran lain, dan pemanfaatan teknologi digital. Guru juga berkolaborasi dengan guru lain serta melibatkan orang tua dan komunitas dalam kegiatan olahraga untuk meningkatkan partisipasi siswa. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus, di mana data dikumpulkan melalui wawancara dan observasi langsung. Hasil penelitian menunjukkan bahwa meskipun menghadapi berbagai tantangan, guru Penjasorkes berhasil menerapkan strategi-strategi inovatif yang efektif dalam meningkatkan kualitas pembelajaran. Penelitian ini diharapkan dapat memberikan wawasan yang bermanfaat untuk pengembangan program Penjasorkes yang lebih baik di masa depan.

Kata Kunci : *Penjasorkes, Strategi Pengajaran, Tantangan Guru, Sekolah Dasar.*

Abstract

This study explores teachers' experiences teaching Physical Education, Sports, and Health (Physical education) in elementary schools, highlighting the challenges and strategies used to overcome them. Physical education is an important part of the elementary education curriculum that aims to develop students' physical, mentally, and social health. However, teachers often face various obstacles, including limited sports facilities, minimal time allocation, and a lack of support from schools and parents. In addition, students' perceptions that Physical education is a less important subject than other subjects also add to the difficulties in the teaching process. Teachers adopt more creative strategies to overcome these challenges, such as interactive learning approaches, integrating Physical education with other subjects, and utilizing digital technology. Teachers collaborate with other teachers and involve parents and the community in sports activities to increase student participation. This study uses a qualitative method with a case study approach, where data is collected through interviews and direct observation. The results show that despite facing various challenges, Physical education teachers successfully implement innovative strategies that effectively improve the quality of learning. This research is expected to provide useful insights for developing a better Physical education program in the future.

Keywords: *Physical Education, Teaching Strategies, Teacher Challenges, Elementary Schools.*

INTRODUCTION

Physical Education, Sports, and Health (Physical education) in elementary schools is one of the essential components in the education curriculum that aims to develop students' physical, mental, and social health as a whole. Physical education not only functions to maintain students' physical fitness, but also plays a role in developing social skills such as teamwork, discipline, and responsibility. Research conducted by (Pradana 2021) confirms that physical education is an important means of forming students' character at an early age. However, behind this noble goal, the practice of teaching Physical education in elementary schools is often faced with various complex and diverse obstacles, which affect the effectiveness of learning. One of the biggest challenges faced by Physical education teachers is the limited sports facilities and infrastructure available in many elementary schools in Indonesia. Sudibyo and Nugroho (2020) found that many elementary schools in Indonesia, especially in rural and remote areas, still lack adequate sports facilities such as fields, sports equipment, and open spaces. This condition forces teachers to be creative in utilizing limited resources, but this is often not enough to achieve optimal learning goals. These limited facilities not only hinder students' physical activities but also reduce students' opportunities to experience quality learning in Physical education.

In addition to limited facilities, students' attitudes and perceptions towards Physical education are also challenging for teachers. According to Melyza and Aguss (2021), many

students view Physical education as less important than other subjects such as mathematics or Indonesian. This view is often driven by the perception that Physical education only focuses on physical activity and does not impact their academic achievement long-term. This misperception results in low student motivation in taking Physical education lessons, so teachers have difficulty with students participating actively and seriously in every activity that is d. Teachers also face challenges in terms of limited time to teach Physical education effectively. A busy school schedule often makes the time allocation for Physical education very minimal. Taqwim, Winarno, and Roesdiyanto (2020) Shows that many schools allocate very limited time for Physical education, so teachers have to race against time to deliver learning materials that require a longer duration. This time constraint often results in the material being delivered being less in-depth and the physical activity being undertaken being less than optimal, ultimately reducing the benefits students can gain from this lesson.

On the other hand, the competence and training received by Physical Education Orchestra teachers are also significant issues. Many Physical Education Orchestra teachers in elementary schools have not received adequate training on innovative and up-to-date teaching methods. Mustafa and Dwiyoogo (2020) Noted that most teachers still use conventional methods in teaching, which tend to be less interesting for the current generation of students accustomed to technology and digital interaction. This lack of training makes it difficult for teachers to develop more creative and effective learning strategies, which can attract students' interest and increase their participation in Physical Education Orchestra.

The teaching strategies used by Physical Education Orchestra teachers also face challenges from aspects of parental involvement and the surrounding environment. Saitya (2022) stated that parental involvement in their children's physical education still needs to be higher, contributing to students' lack of motivation to take Physical Education Orchestra lessons. In addition, an unsupportive school environment, such as a lack of green open space or adequate play areas, further complicates teachers' efforts to implement an effective Physical Education Orchestra program. Teachers often must find ways to engage parents and create a supportive environment, even with limited resources. Despite these challenges, Physical Education and Music teachers continue trying to find strategies to help them overcome these obstacles. Mustafa (2021) explains that some teachers have begun to adopt more creative and interactive learning approaches, such as using educational games that are fun and educational. In addition, teachers also try to integrate Physical Education and Music with other subjects or extracurricular programs to increase student interest. Other strategies that have begun to be implemented include collaboration with other teachers

and the community and efforts to involve parents more actively in sports and health activities at school.

Based on the description that has been explained previously, the author wants to explore further the experiences of teachers in teaching Physical Education and Music in elementary schools, especially the challenges they face and the strategies they use to overcome them. This study is expected to provide deeper insight into the real conditions faced by Physical Education and Music teachers in the field and offer recommendations that can be used to improve and develop Physical Education and Music programs in elementary schools in the future.

RESEARCH METHOD

The research method used in this work is a qualitative approach with a primary focus on case studies related to the challenges and strategies of teachers in teaching Physical Education, Sports, and Health (Physical education) in elementary schools. This study aims to investigate teachers' experiences in teaching Physical education, with particular attention to the challenges they face and the strategies they use to overcome these obstacles. Data were collected through in-depth interviews with elementary school teachers working in various elementary schools and through direct field observations. In addition, document analysis, such as school curricula and learning records, was also carried out to complement the data obtained. The collected data were analyzed using thematic analysis techniques to identify patterns and main themes that emerged related to teachers' experiences in elementary school teaching.

RESULTS AND DISCUSSION

1. Challenges Faced by Teachers in Teaching Physical Education and Health in Elementary Schools

Physical Education, Sports, and Health (Physical education) teachers in elementary schools are faced with various significant challenges in carrying out their duties, which are rooted in several main factors. One of the most prominent challenges is the limited facilities and infrastructure available in many elementary schools. Hananingsih and Imran (2020) show that these limitations not only include the lack of adequate sports equipment and facilities such as fields, but also the limited open space that can be used for physical activities. This condition forces teachers to innovate in utilizing existing facilities, although these are often insufficient to achieve the desired learning objectives. This challenge not only hinders students' physical activity but also limits teachers' creativity in designing and

implementing varied and interesting learning programs.

These limited facilities are often exacerbated by the problem of inadequate budget allocation. In many schools, Physical education is often considered a secondary subject, so it does not receive the same attention and funding allocation as other subjects such as mathematics or science. Firmansyah, Kristiyandaru, and Widodo (2021) highlighted that this minimal budget results in limitations in the procurement of sports equipment and the development of facilities that meet standards. As a result, teachers often have to use outdated equipment or even make their own tools to support learning activities. This condition increases the workload of teachers and reduces the effectiveness of teaching, because teachers have to spend more time and energy preparing tools and materials that should be available routinely. In addition to the problem of facilities, another challenge faced by Physical Education and Orchestra teachers is the limited time to teach the material in depth. The busy school schedule often reduces the time allocation for Physical Education and Orchestra, so teachers have to race against time to deliver all the planned material. Tumuloto (2022) noted that in many schools, Physical Education and Orchestra is only taught for a few hours per week, which is very inadequate to achieve optimal learning objectives. This time constraint not only impacts the depth of the material that can be delivered, but also reduces students' opportunities to participate in physical activities that should be done routinely to maintain their health. Teachers often have to choose between delivering material briefly or sacrificing some important aspects of learning.

Minimal support from schools and parents also adds to the complexity of the challenges faced by Physical Education and Orchestra teachers. Tumuloto (2022) found that many schools still do not pay enough attention to the importance of physical education in the overall development of students. This lack of support can be seen from the minimal efforts of schools to update sports facilities, provide training for teachers, or integrate Physical Education and Orchestra with other educational programs. In addition, negative attitudes and perceptions from students towards Physical Education and Orchestra, which are often seen as unimportant subjects, are also major obstacles for teachers in creating a conducive and enjoyable learning environment. Teachers must work harder to motivate students and prove that Physical Education and Orchestra has the same value as other subjects.

On the other hand, the challenges faced by teachers also include a lack of training and professional development. Many Physical Education and Orchestra teachers in elementary schools do not get the opportunity to take relevant training with the latest and innovative teaching methods. Tumuloto (2022) emphasized that without adequate training, teachers

tend to be trapped in the use of conventional methods that are less effective in attracting student interest. In fact, with advances in technology and developments in pedagogy, teachers should be able to implement more interactive teaching strategies that are in accordance with the needs of the current generation of students. The inability to keep up with these developments has resulted in stagnation in teaching practices and decreased the quality of physical education in elementary schools.

2. Strategies Used by Teachers to Overcome Challenges in Teaching Physical Education Orchestra in Elementary Schools

Elementary school teachers have developed various innovative and adaptive strategies to overcome the challenges faced in teaching the Physical Education Orchestra. One main strategy is implementing a more interactive and fun learning approach for students. Tumuloto (2022) found that educational games are one of the effective methods in attracting students' interest and increasing their participation in Physical Education Orchestra activities. By integrating game elements into learning, teachers not only succeed in creating a fun learning atmosphere but are also able to convey important concepts in sports and health in a way that is easier for students to understand. This strategy also allows students to learn actively through direct experience, which can ultimately increase their engagement in the learning process. In addition, integrating Physical Education Orchestra with other subjects is an increasingly popular strategy among teachers. Tumuloto (2022) By linking Physical Education Orchestra material with other subjects, such as science or art, teachers can help students see the connection between physical education and other aspects of their lives. For example, in science lessons, students can be taught about energy and body metabolism through physical activity, while in art lessons, they can develop fine motor skills through dance movements or rhythmic exercises. This integration makes learning more relevant to students and strengthens their understanding of academic concepts as a whole. It also helps create a more holistic and contextual learning experience for students.

Another proven effective strategy is collaboration between physical education teachers and other subject teachers and parent and community involvement in school activities. Tumuloto (2022) shows that by working together, teachers can design more comprehensive and in-depth learning programs. For example, Physical Education teachers can collaborate with biology teachers to teach anatomy through physical activity or with math teachers to integrate measurement and calculation concepts into sports. This collaboration not only enriches the learning material but also encourages creating a positive culture of collaboration between teachers, which can improve the overall quality of

education.

In addition to internal collaboration, parent and community involvement are also important parts of teachers' strategies to improve the effectiveness of Physical Education teaching. Hananingsih and Imran (2020) Noted that parental involvement in sports and health activities at school can increase students' motivation to participate actively in Physical education. Teachers can hold joint sports events involving students, parents, and the surrounding community, such as running competitions or traditional games. Activities like this strengthen the relationship between the school and the community and also help raise awareness of the importance of physical education. With support from parents and the community, teachers can also obtain additional resources, such as sports facilities or assistance in organizing events, ultimately improving Physical education learning in elementary schools. Teachers also adopt teaching strategies that utilize technology to overcome time and facility constraints. Tumuloto (2022) explains that some teachers have started using digital applications and platforms to introduce students to sports and health concepts more interactively. For example, teachers can use video tutorials, digital simulations, or fitness applications to replace or complement physical activities that cannot be done on the school field. This technology not only helps overcome physical and time limitations but also allows students to study independently outside of class hours, which can ultimately improve their understanding and skills in Physical education. Integrating technology in learning also provides opportunities for students to learn in a way that is more in line with the times and their needs as a digital generation.

CONCLUSION

Based on the results and discussion on "Teachers' Experience in Teaching Physical Education Orchestra in Elementary Schools: Challenges and Strategies" that have been described above, the following conclusions can be drawn:

1. Physical Education Orchestra teachers in elementary schools face significant challenges, including limited facilities, inadequate time, and minimal support from schools and parents. These limitations cause the teaching process to be less than optimal, so teachers must work extra hard to create a conducive learning environment. In addition, the lack of professional training adds to the difficulty for teachers in implementing innovative and effective teaching methods, which can ultimately affect the quality of Physical Education Orchestra learning and student development in physical activity.
2. Physical Education Orchestra teachers adopt various creative strategies to overcome teaching challenges, including interactive approaches such as educational games,

integration of materials with other subjects, and collaboration with parents and the community. In addition, the use of technology is also a solution to overcome limited facilities and time, allowing students to learn more independently and interactively. These strategies have proven effective in increasing student participation and the quality of Physical Education and Music learning, although challenges still need to be overcome in implementing them consistently across schools.

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