

**MANAGEMENT OF PHYSICAL EDUCATION AND HEALTH (PJOK)
INSTRUCTION BASED ON CHARACTER EDUCATION AND A
DIFFERENTIATED APPROACH IN ELEMENTARY SCHOOLS**

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Abstract

This study aims to describe the experiences of physical education teachers in addressing contextual challenges in teaching, managing the process of character value internalization, and conducting ongoing reflection and evaluation of teaching practices. A qualitative approach using a phenomenological study design was employed in this research. The participant in this study is a Physical Education teacher at SD IT Iskandar Muda, selected through purposive sampling based on the consideration that the subject possesses relevant experience and direct involvement aligned with the research focus. This study employs a single-case study design, prioritizing data depth over the breadth of participants. Data were collected through semi-structured interviews, field notes, and documentation of daily teaching journals. Data analysis followed Colaizzi's phenomenological procedures. The results indicate that the teacher's greatest challenge was fostering character development, not merely physical skills. Adapting to situational constraints such as weather changes and transition times required contingency plans and high flexibility. The most effective learning model is a combination of TPSR, peer tutoring, drills, and differentiation. Evaluating failures through daily journals has been shown to continuously improve the quality of learning. Teachers implement a combination of the TPSR model, peer tutoring, drills, and instructional differentiation as a form of learning adaptation, and use daily reflection journals to document and continuously adjust their teaching practices based on their experiences in the field. This study concludes that the success of Physical Education learning is not only measured by mastery of movement but also by student independence and the teacher's ability to reflect on failures. The implications of this study are the need for training in transition classroom management and the development of failure reflection journals for Physical Education teachers.

Keywords: Physical Education, Conditional Adaptation, TPSR, Peer Tutoring, Reflection Journal.

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INTRODUCTION

As part of Indonesia's compulsory education curriculum, Physical Education, Sports, and Health (PJOK) has advantages over other academic curricula because its activities are typically conducted in public spaces, encourage physical activity, and serve as a primary source for character development—such as discipline, etiquette, teamwork, and athletic ability (Mustafa & Pd, 2021). International research has also confirmed that PJOK, when implemented effectively, makes a tangible contribution to the internalization of character values and the development of students' social

competencies (Zainuddin et al., 2025). The Physical Education, Sports, and Health (PJOK) curriculum has advantages over other academic curricula because its activities are usually conducted in public spaces, encourage physical activity, and serve as a primary source for character development—such as discipline, etiquette, and athletic teamwork (Angga & Sari, 2025).

According to Anggraeni et al. (2025), physical education teachers face challenges that differ from those of other educators, such as sudden changes in weather that affect the amount of time spent on in-class activities designed to improve students' flexibility and speed in completing tasks. This is followed by the issue of managing transition time, which often stems from academic literacy, such as the duration of physical education activities, which can take up 20–25 minutes of the total class time of only 70 minutes per session (2025). Physical Education teachers face challenges distinct from those of other educators, such as sudden changes in weather that affect the amount of time spent on classroom activities in order to improve students' flexibility and speed in completing tasks. This is followed by issues with transition time management, which often stem from academic literacy, such as the duration of physical education activities, which can take up 20–25 minutes of the total learning time of only 70 minutes per session.

Models such as Teaching Personal and Social Responsibility (TPSR) (Erwansyah et al., 2025), peer tutoring (Alfi & Idawati, 2022), drill, and differentiation (Pratama et al., 2025), have been extensively studied, with research focusing on the effectiveness of quantitative methods in improving learning outcomes, including motor skills and social skills (Wijaya et al., 2026). On the other hand, research specifically explores teachers' ability to teach in the classroom. Thus, there is a discrepancy between the prescriptive theories of physical education and the realities of the field—which involve behavioral challenges, situational constraints, and student behavior that is not always predictable—as noted by Siregar (2021).

A teacher with a strong teaching background—such as the informant in this study—has developed various adaptive strategies not mentioned in textbooks. Consequently, phenomenological analysis is crucial for understanding how teachers define failure, respond to learning situations, and develop self-evaluation systems (Sabaryati & Pulungan, 2025). The informant in this study has developed various adaptive strategies not mentioned in textbooks. Therefore, phenomenological analysis is crucial for understanding how teachers define failure, analyze learning situations, and develop self-evaluation systems (Sabaryati & Pulungan, 2025). This is important because it provides insights into field practices that are often the primary focus of academic research, identifies successful local strategies within the context of Indonesian schools, offers reflections for other Physical Education (PJOK) teachers—particularly those with more experience—and compares quantitative research with qualitative analysis to shed light on commonly used field practices. This article, which discusses schools in Indonesia, offers insights to other physical education teachers—particularly those with more experience—and challenges the dominance of research relying on qualitative analysis.

Based on the background described above, this study aims to describe how Physical Education teachers at SD IT Iskandar Muda manage situational and contextual learning challenges and implement character development for students through the application of adaptive learning models, reflection based on daily journals, and the achievement of learning outcomes as indicators of success.

METHODS

This study employs a qualitative approach with a phenomenological design aimed at exploring in depth the subjective experiences of a physical education teacher in addressing situational and contextual challenges in learning, implementing character development among students, and engaging in ongoing reflection and evaluation of teaching practices (Rubiana et al., 2025). The selection of a single participant was based on the single-case study approach within the phenomenological tradition, which prioritizes the depth of exploration of subjective experiences over the breadth of the number of subjects (Lumbu et al., 2026). The participant was selected through purposive sampling based on the following criteria: an active physical education teacher at an elementary school, with at least two years of teaching experience, and who had previously faced and responded to real challenges in the implementation of instruction. The participant's identity was kept confidential in accordance with research ethics principles and is hereinafter referred to as "Teacher F."

Data collection was conducted through semi-structured interviews held over three sessions, each lasting 60–90 minutes, using a set of open-ended questions developed from the research focus and allowing for deeper exploration through follow-up questions (probing questions). The interviews were recorded with the participant's consent and subsequently transcribed verbatim. The interview data were supplemented with field notes taken throughout the research process, as well as the participants' daily teaching journals, which served as supporting documents.

Source triangulation was conducted by systematically comparing data from three sources: (1) semi-structured interview transcripts, (2) the researcher's field notes, and (3) the participants' daily teaching journals. The comparison process involved examining the consistency and convergence of information across these three sources for each emerging theme. Data analysis followed Colaizzi's phenomenological procedure, which includes reading the entire transcript, identifying key statements, formulating meanings, grouping themes, and compiling essential descriptions verified through member checking (Sada, 2022).

As a form of methodological transparency, the researcher declared their researcher positionality—namely, that they have a background as a physical education practitioner, which may introduce certain assumptions and perspectives into the data interpretation process. To minimize bias, the researcher consistently practiced bracketing—that is, setting aside and documenting personal assumptions before and during the analysis process (Moustakas, 1994). Data validity was further

ensured through peer debriefing and the use of thick description, while research ethics were upheld through the obtaining of informed consent, the guarantee of participant anonymity, and the participants' freedom to withdraw at any time without negative consequences (Muslihah et al., 2022).

RESULTS AND DISCUSSION

Results

Table 1. Key Findings (Summary Table)

Theme	Key Findings
The Toughest Failure	Putting character values into practice and developing habits (changing clothes in 25 minutes)
Conditional obstacles	Sudden rain during outdoor lessons
Causes of failure	The plan did not account for rapidly changing on-site conditions
Strategies for Challenged Students	The TPSR (Teaching Personal and Social Responsibility) Model
Failure Evaluation	Daily Journal of Failure Records
The Best Results	Peer tutoring: students helping students
Methods for maximum understanding	Drills/movement repetition (<i>habit formation</i>)
The Keys to Success	Differentiation + a well-organized plan + clear results
Favorite Approach	A combination of Teacher-Centered (technology in the classroom) and Student-Centered (hands-on practice)
Most Memorable Moment	The time it takes to change clothes went from 25 minutes to 5 minutes

1. Conditional Challenges in the Implementation of Instruction

Teacher F revealed that the greatest challenge in teaching Physical Education and Health does not stem solely from the instructional material, but rather from unpredictable on-site conditions. This is reflected in her statement:

“The challenge is more about the conditions—for example, it suddenly starts raining even though everything is already set up on the field. So the plan that had been made has to be changed immediately on the spot.” (Teacher F, Interview Session 1)

This experience illustrates how the dynamics of the physical environment directly force teachers to make spontaneous adjustments to their previously prepared lesson plans.

2. Experiences of Failure and the Process of Reflection

Teacher F described the most memorable failure not in terms of mastery of the subject matter, but rather in the effort to instill character values, particularly discipline in time

management:

“The hardest part isn't teaching the movements, but teaching the children to change their clothes on time. It used to take up to 25 minutes just to change clothes, which took up a lot of class time.” (Teacher F, Interview Session 1)

in response to that experience, Teacher F consistently documented events that did not go as planned in a daily journal:

“After every class, I write down what didn't work today, why it didn't work, and what I need to do tomorrow. That's what helps me grow.” (Teacher F, Interview Session 2)

3. Implementation of the TPSR Model and Adaptive Strategies

In response to the heterogeneity of students' abilities, Teacher F implemented the TPSR model in stages by instilling a sense of personal responsibility before social responsibility:

“I start with them first—can they control themselves? Only after that do I ask them to care about classmates who are struggling.” (Teacher F, Interview Session 2)

The peer tutoring strategy was subsequently deemed the most successful approach in that context:

“In fact, when their peers are the ones teaching, they listen more attentively. I take advantage of that—I ask students who have already mastered the material to help their classmates who haven't.” (Teacher F, Interview Session 2)

4. Meaningful Achievements as Peak Experiences

The moment that stands out most in Teacher F's memory is when the habits she consistently fostered finally led to tangible changes in the students' behavior:

“Now it only takes 5 minutes to get dressed. That's no small thing for me; it's proof that character can be shaped if we're consistent and patient.” (Teacher F, Interview Session 3)

This experience reflects the essence of the phenomenological approach in this study, namely how the meaning of learning success is subjectively constructed through the accumulation of real-world experiences in the field.

Discussion

1. Managing Physical Education Instruction in the Face of Situational Challenges

Research findings indicate that the management of Physical Education (PJOK) instruction in elementary schools cannot be separated from the dynamics of unpredictable on-site conditions, such as sudden changes in weather that force spontaneous adaptations to lesson plans. From a phenomenological perspective, this experience is not merely a technical obstacle but a meaningful process that continuously shapes teachers' pedagogical competence, in line with the concept of reflection-in-action (Cahyono, 2026).

2. Education through the Management of Physical Education and Health (PJOK) Instruction

In this study, character education was not taught as a separate subject but was organically

integrated into the learning process through the TPSR model (Pratama et al., 2025). The most concrete indicator of success is the change in students' habitual behavior—from 25 minutes to 5 minutes—in managing the time spent changing clothes, which reflects the tangible implementation of the components of moral knowing, moral feeling, and moral action (Siska, 2025).

3. A Differentiated Approach to Physical Education and Health Instruction

Instructional differentiation is implemented by adjusting movement tasks, pace, and the level of complexity of physical activities according to students' individual abilities (Yono et al., 2026). The combination of differentiation with the drill method—a strategy for structured movement repetition—reflects a responsive approach to learning that addresses individual needs while systematically fostering the development of motor skills (Jaya & Wiguna, 2025).

4. Peer Tutors as an Integrative Strategy for Character Development and Differentiated Instruction

Peer tutoring is the most successful strategy because it simultaneously accommodates differences in motor skills and fosters the internalization of character values such as compassion and social responsibility. This aligns with Vygotsky's (1978) concept of the Zone of Proximal Development, as cited in Furoivisha & Muhimmah (2026), which states that students develop more optimally through interaction with more competent peers.

5. The Daily Reflection Journal as a Tool for Ongoing Evaluation

A daily reflection journal serves as a structured reflective space for documenting experiences, analyzing challenges, and formulating improvements to learning on a cyclical basis. This practice reflects Gibbs's (1988) model of reflective practice and underscores that the success of managing character-based and differentiated Physical Education (PJOK) instruction depends not only on teaching strategies but also on teachers' commitment to continuous self-evaluation (Iyanuarinka, 2026).

CONCLUSION

This study concludes that the success of Physical Education (PJOK) instruction in elementary schools is determined not only by mastery of the subject matter, but also by teachers' pedagogical flexibility in dealing with unpredictable classroom dynamics and their commitment to ongoing reflection. Through the consistent implementation of the Teaching Personal and Social Responsibility (TPSR) model, Physical Education and Health (PJOK) instruction has proven effective in fostering students' discipline and positive habits, as concretely demonstrated by improved efficiency in managing changing-clothes time. Furthermore, the integration of a differentiated learning approach with peer-tutoring strategies bridges the gap in students' motor skills while honing their empathy and social responsibility. Ultimately, the use of daily journals as an instrument of reflective practice is a key factor that enables teachers to cyclically evaluate failures in order to create learning experiences that are more

adaptive, inclusive, and responsive to students' needs.

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