

IMPLEMENTATION OF PHYSICAL EDUCATION, SPORTS, AND HEALTH (PJOK) LEARNING METHODS IN PRIMARY SCHOOL: TEACHERS' AND PRINCIPALS' PERSPECTIVES

Fikri Muhammad Fardiansyah¹, Dewi Susilawati²

¹²Program Studi PGSD Pendidikan Jasmani, Universitas Pendidikan Indonesia Kampus Sumedang,
Jl. Mayor Abdurahman No. 211, Sumedang, West Java 45322, Indonesia

Corresponding author: fikrifardiansyah23@upi.edu

Track: [Track 4 — Physical Education & Sports]

Abstract

This study aims to describe the implementation of Physical Education, Sports, and Health (PJOK) learning methods in primary school from the perspectives of PJOK teachers and school principals. The study employed a qualitative approach with a descriptive design. The research subjects were the PJOK teacher and the school principal at SD Negeri Cikahuripan, Cimanggung District, Sumedang Regency. Data were collected through in-depth interviews, observation, and documentation, and were analysed qualitatively through data reduction, data display, and conclusion drawing, supported by data visualisations in the form of a word cloud, a hierarchy chart, and an explore diagram. The findings show that the implementation of PJOK learning methods has been carried out by prioritising a student-centred approach oriented toward learners' needs. The PJOK teacher played an active role in lesson planning, the selection of learning strategies, student guidance, and classroom management, while the learning methods used were adapted to the characteristics of the learners and the condition of the school's facilities and infrastructure. In addition, the principal's support through policy, school management, and the provision of facilities emerged as an important factor determining the success of implementation. These findings confirm that the success of PJOK learning in primary school results from the synergy between the pedagogical role of the PJOK teacher and the managerial role of the school principal. The study is expected to serve as a reference for developing contextual, adaptive, and sustainable PJOK learning in primary school.

Keywords: physical education; learning methods; PJOK teachers; school principals; primary school

1. INTRODUCTION

Physical education in Indonesia faces a range of persistent problems that can affect the effectiveness of learning and the outcomes experienced by students. One significant problem is the limited understanding shared by teachers and students regarding the physical education learning process. Nugraha et al. (2022) found that the interaction between teachers and students in physical education is not yet fully understood by all relevant parties, which results in a learning process that is not optimal in achieving the goals of physical education. Jariono et al. (2022) similarly reported a lack of understanding in the context of adaptive teaching, where the ability of teachers to apply adaptive methods is crucial for attaining learning objectives. A further recurring issue is the limited variation in learning methods. In physical education, research focusing on learning methods is highly important because effective methods can improve the overall quality of learning. Wahyunal and Gazali (2022) showed that the application of the Student Teams Achievement Divisions (STAD) model can improve student motivation and address various learning problems, while Kurnia and Septiana (2020)

demonstrated that modifying learning as a form of warm-up can increase student interest in physical education. Adopting varied learning methods can therefore serve as a solution to the problems of method selection, enhancing the quality of student engagement and the effectiveness of the learning process.

A number of prior studies indicate that developing varied learning methods in physical education plays a strategic role in improving the quality of the learning process and student outcomes. Diverse instructional approaches are oriented not only toward physical achievement but also toward humanistic aspects such as motivation, social interaction, and meaningful learning experiences (Beni et al., 2017; Ní Chróinín et al., 2018). In this regard, the deliberate selection of teaching styles is important: Pill et al. (2024) argue that the Spectrum of Teaching Styles enables teachers to align their pedagogical decisions with intended learning outcomes across cognitive, social, emotional, and physical domains. Consistent with this, Wisnu et al. (2022) compared the Quantum Learning and Blended Learning methods in physical education and found that both were able to create a more active and enjoyable learning atmosphere and to encourage cognitive, affective, and psychomotor engagement. Wahyunal and Gazali (2022), through a literature review of the STAD cooperative model, revealed its considerable potential for improving student outcomes by fostering cooperation, group responsibility, and active participation, while also noting limitations such as the need for sound classroom management and teacher readiness. Anugrah (2022) added a further perspective on the use of Hybrid Learning, which is considered capable of improving performance, conceptual understanding, and participation by combining online and offline learning, whereas Savara et al. (2021) emphasised the value of traditional games for increasing student interest and engagement while preserving local cultural values. Taken together, these studies affirm that innovative, contextual, and humanistic approaches are essential for supporting the success of physical education.

As a compulsory subject integrated into the primary school curriculum, PJOK aims to develop physical fitness, motor skills, and knowledge of a healthy lifestyle (Fajaryanto et al., 2022). Its benefits extend across multiple developmental domains. Bailey (2006), in a review of the benefits and outcomes of physical education and sport in schools, concluded that well-designed programmes can make distinctive contributions to children's physical, lifestyle, affective, social, and cognitive development. Gani et al. (2022) likewise noted that through PJOK students take part in purposeful physical and sporting activities that benefit not only physical fitness but also cognitive and social learning; for example, small games such as pickleball in primary school can improve motor skills while building social interaction among classmates. In terms of physical and health development, Rejeki et al. (2024) stated that physical activity through PJOK is intended to improve fitness and to teach students how to maintain bodily health, with active involvement in sport contributing to long-term physical well-being. Beyond physical development, PJOK also stimulates the cognitive domain, since games and sports require students to plan appropriate strategies and thereby strengthen critical and strategic thinking (Bailey, 2006) — a capacity especially important at the primary level, where children are in the concrete-operational stage. Finally, PJOK contributes to affective development and character formation, including emotional regulation and the ability to cooperate and communicate with peers through group activities.

Learning methods are the systematic steps designed to facilitate teaching and learning in order to achieve intended outcomes. In the context of PJOK, the use of appropriate methods is essential so that students can participate actively and gain maximum benefit from the physical activities carried out. Habibulloh et al. (2023) noted that the effectiveness of PJOK learning depends on selecting and applying methods that support students' active interaction, both physically and in their conceptual understanding of sport and health. Several principles guide the selection of methods. Susila (2022) argued that the first principle is ensuring that the chosen method is aligned with the learning objectives of PJOK, so that every activity supports the attainment of the expected basic competencies; cooperative learning such as STAD, for instance, can improve outcomes by building cooperation among students. A second principle involves understanding learner characteristics through appropriate needs analysis, since adapting methods to students' potential, preferences, and backgrounds increases their motivation and enthusiasm for learning (Fadila et al., 2022). The deliberate alignment of teaching style with learning objectives further reinforces this principle (Pill et al., 2024).

The teacher and the principal occupy complementary roles in the implementation of these methods. PJOK teachers are responsible for designing enjoyable and productive learning experiences, including the development of an adaptive curriculum that suits students' needs, and their perceptions of methods and policies shape how they enact instruction. Efendi et al. (2024) found that primary-school PJOK teachers held positive

perceptions toward the implementation of the Merdeka Curriculum, which supports more innovative learning, while Nugraha et al. (2023) showed that teachers' field experience and their ability to use technology strongly influenced their capacity to adapt methods, particularly during the pandemic. The principal's role is equally crucial. Beyond leading, the principal manages, supervises, and provides the facilities required for learning. Purnomo and Anshory (2020) emphasised the principal's central role in improving educational quality at the primary level, and Susanti et al. (2023) noted the principal's strategic role in formulating policies that support innovative learning, including lesson planning, resource provision, and teacher training. Internationally, Hallinger (2011), synthesising forty years of empirical research on leadership for learning, likewise established that principal instructional leadership — through goal setting, managing the instructional programme, and shaping a supportive school climate — exerts a measurable, if indirect, influence on the quality of teaching and learning.

The novelty of this study lies in its comprehensive examination of the implementation of PJOK learning methods in primary school through two principal perspectives: the PJOK teacher as the implementer of learning and the school principal as the educational policymaker. Prior studies have generally focused on the effectiveness of particular methods or models — such as Quantum Learning, Blended Learning, STAD, or Hybrid Learning — with an orientation toward improving student outcomes and motivation. Such studies remain partial and do not fully depict how PJOK learning methods are implemented in the real context of primary schools. In contrast, this study situates PJOK learning methods within field practice as shaped by learner characteristics, the condition of facilities and infrastructure, and institutional policy and support. The teacher's perspective illuminates pedagogical considerations, strategies for adapting methods, and the challenges encountered, whereas the principal's perspective reveals the role of policy, supervision, and managerial support in driving the variation and quality of PJOK learning methods. Through a qualitative approach, this study offers a holistic understanding of implementation that is both pedagogical and managerial, and is expected to address the gap in previous research while serving as a practical reference for developing contextual, adaptive, and sustainable PJOK learning in primary school.

2. METHODS

2.1. Research Design

This study used a qualitative research method with a descriptive design. A descriptive qualitative approach was chosen because the study aimed to obtain a deep and comprehensive understanding of the implementation of PJOK learning methods in primary school. Qualitative research emphasises the disclosure of meaning, process, and context of a phenomenon based on real conditions in the field, enabling the researcher to depict PJOK learning practice objectively as it occurs in the school environment.

The descriptive design was used to portray and explain the phenomenon of PJOK learning without manipulating variables or administering any treatment. The study was not intended to test hypotheses or to seek cause-and-effect relationships, but rather to describe systematically how PJOK learning methods are planned, implemented, and evaluated by the school. The main focus was directed at the PJOK learning practice carried out by the teacher, together with the school's policy and support for its implementation.

Through this design, the researcher served as the primary instrument, being directly involved in the process of data collection and analysis. The researcher conducted observation, interviews, and document analysis to obtain relevant and in-depth information. The descriptive qualitative method was therefore considered the most appropriate for exploring the phenomenon of PJOK learning-method implementation contextually and comprehensively, particularly in the primary-school environment with its distinctive learning characteristics.

2.2. Informants and Research Setting

The informants in this study were the Physical Education, Sports, and Health (PJOK) teacher and the school principal at SD Negeri Cikahuripan, Cimanggung District, Sumedang Regency. Informants were selected purposively, on the consideration that they had a direct role and involvement in the planning, implementation, and management of PJOK learning at the school. The PJOK teacher was selected because of direct responsibility for the learning process in the field, while the principal was selected for the strategic role in policy and support for PJOK learning.

The population in this study comprised all primary schools in Sumedang Regency. However, given the breadth of the area and the constraints of qualitative research, the sample was set at a single primary school, namely SD Negeri Cikahuripan, Cimanggung District. The school was selected on the basis of accessibility, the availability of informants, and the fit between the school's characteristics and the research objectives.

The research setting was the SD Negeri Cikahuripan environment, encompassing the school area and the PJOK learning facilities used in teaching and learning. Data collection was carried out directly at the setting so that the researcher could observe the ongoing conditions of PJOK learning firsthand. By selecting informants and a setting appropriately, the data obtained were expected to provide an accurate and in-depth picture of the implementation of PJOK learning methods in primary school.

2.3. Procedure, Data Analysis, and Trustworthiness

The research procedure was carried out through several systematically arranged stages. The first was the preparation stage, which included developing the interview guide, observation sheet, and documentation list, as well as arranging research permits with the school and determining the informants. The second was the data-collection stage, conducted through in-depth interviews with the PJOK teacher and the principal, observation of the PJOK learning process, and the collection of supporting documents such as learning tools and activity schedules.

The subsequent stage was data analysis. The collected data were analysed using descriptive qualitative analysis comprising three stages: data reduction, data display, and conclusion drawing. Data reduction was performed by selecting and focusing on data relevant to the research objectives; data display was presented as narrative descriptions to facilitate understanding; and conclusion drawing was carried out to obtain the meaning and a general picture of the implementation of PJOK learning methods. Trustworthiness was maintained through the validation of research instruments. The interview and observation instruments were reviewed and validated by a lecturer of the Learning Strategy course at Universitas Pendidikan Indonesia, in order to ensure that the instruments were aligned with the research objectives and capable of eliciting accurate and academically accountable data.

3. RESULTS AND DISCUSSION

Based on the word cloud generated from the interviews, the most dominant words that emerged were learning (*pembelajaran*), PJOK, method (*metode*), student (*siswa*), support (*dukungan*), policy (*kebijakan*), facilities (*fasilitas*), and field (*lapangan*). The dominance of these words indicates that the main focus of the respondents — both the PJOK teacher and the principal — was closely related to the PJOK learning process and the methods used in its implementation. The words learning and method suggest that the implementation of PJOK learning is understood not merely as a routine activity but as a pedagogical process requiring appropriate planning and strategy. The frequent appearance of the word student indicates that the implementation of PJOK learning methods tends to be oriented toward the needs and characteristics of primary-school learners. The teacher adapted the learning methods to the students' level of motor development, interests, and abilities so that learning objectives could be attained optimally, indicating a student-centred approach in the delivery of PJOK in primary school.



Figure 1. Word Cloud

In addition, the emergence of the words support and policy confirms that institutional factors play an important role in the success of implementation. Policy support from the school, particularly the principal,

provides the foundation for teachers to develop variation in their methods. The words facilities and field also appeared prominently, indicating that the availability of facilities and infrastructure is both an enabler and a constraint in PJOK learning: limited facilities can restrict the variety of methods applied, whereas adequate facilities allow learning to run more effectively and engagingly. Overall, the word cloud depicts the implementation of PJOK learning methods as the result of interaction between pedagogical factors, student needs, and the school's policy and facility support. This finding affirms that the success of PJOK learning depends not only on the teacher's competence but also on the school's supporting environment and system.

The hierarchy chart shows the structure of relationships among the main themes related to the implementation of PJOK learning methods in primary school. These themes include lesson planning, learning strategy, teacher guidance, classroom management, policy support, school management, and PJOK learning centred on student needs, all of which connect to the two principal actors: the PJOK teacher and the school principal. From the teacher's perspective, the chart displays strong involvement in lesson planning, learning strategy, student guidance, and classroom management. This indicates that the teacher holds a central role in designing and implementing methods appropriate to the learning objectives and student characteristics, being responsible for selecting suitable methods, managing the class effectively, and guiding students throughout the learning process.

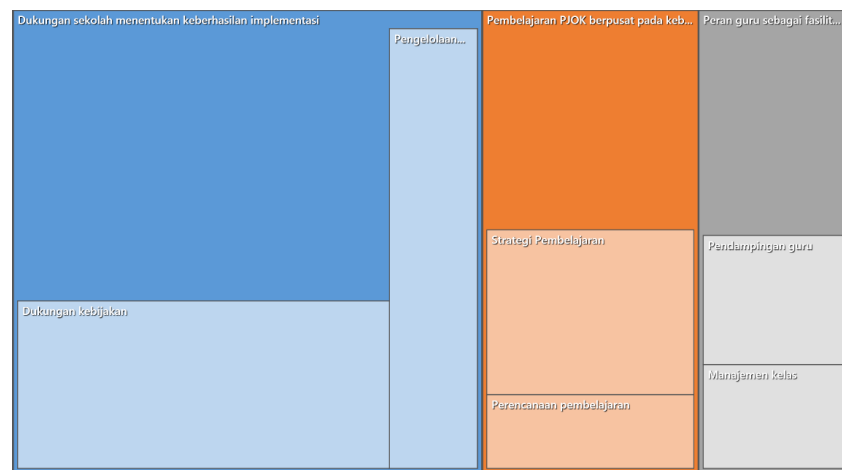


Figure 2. Hierarchy Chart

From the principal's perspective, the hierarchy chart underscores the importance of policy support and school management. The principal sets policies that support PJOK learning, provides facilities and infrastructure, and supervises implementation — support that constitutes a key factor enabling the teacher to implement methods optimally. The chart also shows the interconnection between the roles of the teacher and the principal in realising PJOK learning centred on student needs. The synergy between the teacher's planning and delivery and the principal's policy and management forms the main foundation for the success of implementation. Thus, the hierarchy chart affirms that the implementation of PJOK learning is a collaborative process involving the pedagogical role of the teacher and the managerial role of the principal in balanced measure.

The explore diagram shows the distribution and interconnection of the main themes in the implementation of PJOK learning methods in primary school. The theme “school support determines the success of implementation” emerged with the largest proportion, indicating that respondents regarded school support as the primary factor influencing the effectiveness of PJOK learning-method implementation. This support encompasses school policy, the provision of facilities and infrastructure, and administrative support for learning. The theme “PJOK learning centred on student needs” also occupied a significant position, showing that the implementation of methods is directed toward adjustment to students' physical condition, interests, and abilities, with the teacher seeking methods that allow students to move actively, participate, and learn in accordance with their developmental stage.

In addition, the theme “the teacher's role as an active facilitator” confirms the changing role of the PJOK teacher in learning. The teacher acts not only as a transmitter of material but also as a facilitator who guides,

directs, and accompanies students throughout the learning process — a role closely related to the teacher’s ability to manage the class, provide motivation, and create an enjoyable learning atmosphere.

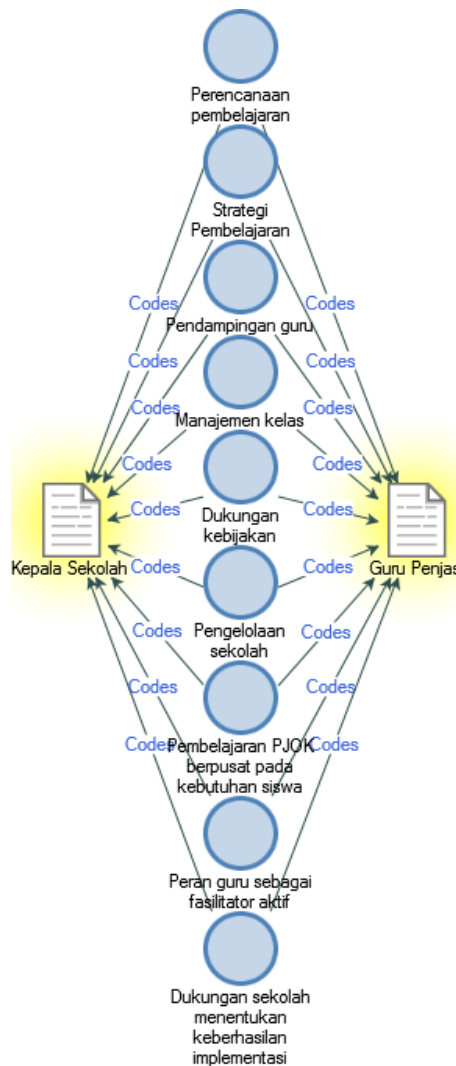


Figure 3. Explore Diagram

The themes of teacher guidance and classroom management emerged as supporting factors that strengthen the implementation of PJOK learning methods. Intensive guidance and sound classroom management allow learning to proceed more effectively even amid facility limitations. Overall, the explore diagram affirms that the success of implementing PJOK learning methods results from the interaction between school support, the active role of the teacher, and a learning approach centred on student needs.

4. CONCLUSION

Based on the results and discussion regarding the implementation of Physical Education, Sports, and Health (PJOK) learning methods in primary school from the perspectives of the PJOK teacher and the school principal, it can be concluded that implementation has been carried out by prioritising a student-centred approach. The PJOK teacher sought to adapt the learning methods to the characteristics of primary-school learners — their motor development, interests, and abilities — as reflected in the selection of active, varied, and contextual methods that enable optimal student involvement in the learning process.

The findings further show that the teacher’s role is highly dominant in lesson planning, the selection of learning strategies, student guidance, and classroom management. The teacher acts not only as a transmitter of material but also as an active facilitator who guides and directs students during PJOK learning. The principal, in turn, plays a strategic role in supporting the success of implementation through school policy, the management of facilities and infrastructure, and instructional supervision, all of which prove to be determining

factors. The implementation of PJOK learning methods is therefore the product of synergy between the pedagogical role of the teacher and the managerial role of the principal in creating effective and meaningful learning.

This study has several limitations that should be considered. First, it was conducted at a single primary school, so the findings cannot yet be broadly generalised to primary-school contexts with differing characteristics. Second, the data were limited to the perspectives of the PJOK teacher and the principal, and did not include the perspectives of students or parents, who also play a part in the PJOK learning process. Third, the study used a descriptive qualitative approach focused on meaning and context, and therefore did not quantitatively measure the effectiveness of the learning methods.

In light of these findings and limitations, it is recommended that PJOK teachers continue to develop their pedagogical competence, particularly in designing and applying varied, innovative, and student-centred methods, and that they creatively use the school environment as an alternative when facilities are limited, supported by ongoing professional development. Principals are encouraged to strengthen policy support for PJOK learning through the provision of adequate facilities, proportional budget allocation, and continuous instructional supervision, while fostering a school climate conducive to the development of PJOK learning. Future researchers are advised to broaden the scope of study by involving more schools or by adopting a mixed-methods approach, in order to obtain a more comprehensive picture of the implementation of PJOK learning methods in primary school.

ACKNOWLEDGEMENT

The authors would like to thank all parties who contributed to this research. Sincere gratitude is extended to the principal and the Physical Education, Sports, and Health teacher of SD Negeri Cikahuripan, Cimanggung District, Sumedang Regency, for granting permission, providing support, and being willing to serve as informants. The authors also thank the supervising lecturer and the lecturer of the Learning Strategy course at Universitas Pendidikan Indonesia for their guidance, feedback, and validation of the research instruments, which enabled this study to be completed. It is hoped that the findings will benefit the development of PJOK learning in primary school.

REFERENCES

- Anugrah, S. M. (2022). Manfaat dan tantangan penggunaan hybrid learning dalam pendidikan jasmani: Literature review. *Jurnal Ilmu Keolahragaan*, 5(2), 95. <https://doi.org/10.26418/jilo.v5i2.54737>
- Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes. *Journal of School Health*, 76(8), 397–401. <https://doi.org/10.1111/j.1746-1561.2006.00132.x>
- Beni, S., Fletcher, T., & Ní Chróinín, D. (2017). Meaningful experiences in physical education and youth sport: A review of the literature. *Quest*, 69(3), 291–312. <https://doi.org/10.1080/00336297.2016.1224192>
- Efendi, A., Fitriatun, E., & Suwarli, S. (2024). Persepsi guru pendidikan jasmani, olahraga, dan kesehatan terhadap implementasi Kurikulum Merdeka di sekolah dasar. *Sportify Journal*, 4(2), 79–98. <https://doi.org/10.36312/sj.v4i2.2729>
- Fadila, H. N., Heynoek, F. P., Kurniawan, R., & Amiq, F. (2022). Survei motivasi pembelajaran pendidikan jasmani olahraga dan kesehatan siswa sekolah menengah atas (SMA) negeri se-Kota Malang. *Sport Science and Health*, 4(11), 1040–1048. <https://doi.org/10.17977/um062v4i112022p1040-1048>
- Fajaryanto, M., Herpandika, R. P., & Pratama, B. A. (2022). Hasil penerapan TKPN pada siswa SDN 1 Rejomulyo Kecamatan Kras Kabupaten Kediri. *Sprinter: Jurnal Ilmu Olahraga*, 3(3), 223–229. <https://doi.org/10.46838/spr.v3i3.277>
- Gani, I., Faylia, R. P., Widayanto, I., & Setyawan, H. (2022). Pembelajaran pendidikan jasmani melalui permainan pickleball di sekolah dasar. *Edukasia: Jurnal Pendidikan dan Pembelajaran*, 3(3), 1033–1042. <https://doi.org/10.62775/edukasia.v3i3.246>
- Habibulloh, I., Wahjoedi, & Wijaya, M. A. (2023). Karakter mahasiswa Program Studi Pendidikan Jasmani Kesehatan dan Rekreasi berbasis olahraga rekreatif TP. bola kecil dan permainan anak. *Jurnal Ilmu Keolahragaan Undiksha*, 10(3), 270–275. <https://doi.org/10.23887/jiku.v10i3.52449>
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125–142. <https://doi.org/10.1108/0957823111116699>

- Jariono, G., Nugroho, H., Amirzan, A., Lestari, I., Nurhidayat, N., & Marganingrum, T. (2022). Kemampuan guru dalam menerapkan pembelajaran penjas adaptif pada anak berkebutuhan khusus. *Medikora*, 21(1), 90–99. <https://doi.org/10.21831/medikora.v21i1.44015>
- Kurnia, D., & Septiana, R. A. (2020). Implementasi permainan kecil sebagai bentuk pemanasan terhadap minat siswa dalam pembelajaran pendidikan jasmani. *Physical Activity Journal*, 2(1), 90. <https://doi.org/10.20884/1.paju.2020.2.1.3302>
- Ní Chróinín, D., Fletcher, T., & O'Sullivan, M. (2018). Pedagogical principles of learning to teach meaningful physical education. *Physical Education and Sport Pedagogy*, 23(2), 117–133. <https://doi.org/10.1080/17408989.2017.1342789>
- Nugraha, D. K., Mu'arifin, M., Winarno, M. E., & Hariyoko, H. (2023). Survei masalah yang dihadapi oleh guru PJOK dalam melaksanakan pembelajaran pada masa pandemi Covid-19 di SMA negeri se-Kabupaten Banyuwangi. *Sport Science and Health*, 5(6), 653–666. <https://doi.org/10.17977/um062v5i62023p653-666>
- Nugraha, I., Saputra, Y. M., & Dinangsit, D. (2022). Analisis proses pembelajaran pendidikan jasmani di SDN se-Kecamatan Rancaekek. *Journal of Physical Education and Sport Pedagogy*, 2(1), 51–60. <https://doi.org/10.17509/jopes.v2i1.37796>
- Pill, S., SueSee, B., & Davies, M. (2024). The Spectrum of Teaching Styles and models-based practice for physical education. *European Physical Education Review*, 30(1), 142–155. <https://doi.org/10.1177/1356336X231189146>
- Purnomo, W. S. A., & Anshory, I. (2020). Peran kepala sekolah dalam peningkatan mutu pendidikan di Sekolah Dasar Muhammadiyah 4 Malang. *Jurnal Kebijakan dan Pengembangan Pendidikan*, 7(1). <https://doi.org/10.22219/jkpp.v7i1.11691>
- Rejeki, H. S., Purwanto, D., & Mentara, H. (2024). Pengembangan model pembelajaran berbasis permainan untuk meningkatkan kebugaran jasmani siswa sekolah dasar. *Journal of Sport (Sport Physical Education Organization Recreation and Training)*, 8(2), 620–631. <https://doi.org/10.37058/sport.v8i2.11007>
- Savara, F. H., Gustiawati, R., & Julianti, R. R. (2021). Survei penerapan olahraga tradisional dalam pembelajaran penjas pada SMA negeri di Kecamatan Cikarang Utara. *Jurnal Literasi Olahraga*, 1(2). <https://doi.org/10.35706/jlo.v1i2.3897>
- Susanti, S., Uman, A. F., Ridwan, S. A. F., & Mafulah, S. (2023). Manajemen peran kepala sekolah dalam meningkatkan mutu pendidikan. *Jurnal Impresi Indonesia*, 2(6), 574–581. <https://doi.org/10.58344/jii.v2i6.2916>
- Susila, I. W. A. (2022). Model kooperatif tipe Student Teams Achievement Divisions untuk meningkatkan hasil belajar pendidikan jasmani, olahraga, dan kesehatan. *Journal of Education Action Research*, 6(2), 228–234. <https://doi.org/10.23887/jear.v6i2.46609>
- Wahyunal, W., & Gazali, N. (2022). Kajian penelitian: Model Student Teams Achievement Division (STAD) dalam penjas. *Journal of Sport Education (JOPE)*, 5(1), 11–18. <https://doi.org/10.31258/jope.5.1.11-18>
- Wisnu, H. (2022). Kajian penelitian pembelajaran pendidikan jasmani: Quantum learning atau blended learning? *Journal of Sport Education (JOPE)*, 5(1), 58–68. <https://doi.org/10.31258/jope.5.1.58-68>