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## **Evaluation on The Implementation of Physical Education, Sports, And Heath In Elementary Schools**

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### **Abstract**

Physical education is important for health and lifelong learning. However, implementation in Indonesia is not optimal according to the Law, consequently, evaluation is required to improve it. The research model used in this study was the CIPP evaluation model. The sample involved in this study was physical education teachers and students. The researchers evaluated 9 schools, engaging 9 teachers and 321 students, and identified diverse physical learning conditions. They highlighted the need to focus on allocating learning time, understanding students, ensuring the consistency and relevance of learning materials, and managing time effectively. In addition, the study resulted that it was important to increase students' physical activity outside the school environment and the development of motor skills. This evaluation provides a basis for improving and developing a more optimal physical learning program. Physical education in elementary school is important for students' physical health and character. The evaluation concluded that constraints such as a lack of sports facilities affected the learning effectiveness. Factors such as the environment, curriculum, and social support also affected the learning affectiveness. Recommendations proposed in this study include improving facilities, improving health education, and focusing on students with low motor skills.

**Keywords:** *Physical education, evaluation, elementary school, sports.*

### **INTRODUCTION**

Physical education also has benefits that positively impact various aspects besides education. Understanding physical education can be done by looking at physical education as a process (Bamta et al., 2023; Ennis, 2017). Physical education promotes a generation of healthy learners who can reach their highest potential, creating trends in physical health and fitness among adolescents and helping to lower healthcare costs (Melero-Cañas et al., 2021; Uddin et al., 2020). The United States has achieved the benefits of physical education through a long and deliberate process rather than instantly. Physical education attracts the attention of the government and the public

when physical fitness becomes a problem among teenagers (Siedentop & Van der Mars, 2012). The implementation of physical education in Indonesia is under Sports Law Number 11 of 2022 in all paragraphs of Article 18 and National Education System Law Number 20 of 2003, article 37, paragraph 1. Article 18 of the National Sports System Number 11 of 2022 explains educational sports, which is the same as physical education. Article 18 states that educational sports form part of the educational process and take place in formal or non-formal education settings, conducted through intracurricular or extracurricular activities.

Learning is a lifelong activity, the foundation of education, and a crucial factor in helping humans fulfil their desires (Schunk, 2020). Certain assumptions about the child's nature and development, adult expectations, and the child-adult relationship support education. (Main, 2013). The word education in physical education indicates a lifelong process, a concept that refers to the goal of education over several years and also the most important skill in lifelong learning in the 21st century (Lynch, 2019). The presence of learning and education is not only limited to improving human life skills. Educating individuals enables their needs to be appropriately met, providing access to self-development and increasing opportunities for self-actualization. Humans reach self-actualization as their highest need after fulfilling the needs at previous levels. Humans who can actualize themselves are flexible and adapt to various environmental conditions (Maslow, 1954). Humans achieve self-actualization by discovering their fullest potential. (Santrock, 2018).

Physical education competencies for students remain incomplete, as they fail to include fitness and health aspects among the required achievements. Physical education focuses on students' physical, mental, social and emotional development (Penney & Evans, 2012). In addition to referring to the demands of physical education as one of the supporters of achieving national education goals, Permendikbud Number 37 of 2018 should also refer to the scope of educational sports regulated by Law Number 11 of 2022. Law Number 11 of 2022 clearly states that educational sports, including physical education and sports conducted as part of education, must prioritize fitness and health aspects.

The goals of physical education in Indonesia are still not well translated. The essence of physical education in the Law on the National Education System and Sports has not yet become a reference for the policies under it. This results in implementing physical education in the field with different goals. Carrying capacity standards in carrying out physical education has also not become an urgent matter for education



implementers (UNESCO & Loughborough University, 2024; Wang & Cao, 2021). There are still many schools with layouts that are not mobile-friendly for students. Based on the conditions, a policy on the scope of materials is needed that is more flexible for schools to implement (Culajara, 2022). The process of supervising physical education learning has also not had an impact on improving the quality of learning outcomes. Physical education results have not been able to meet users' expectations. Values in physical education have not presented a meaningful meaning beneficial to students and parents. The conditions that have been discussed are the necessary reasons to carry out an evaluation.

The implementation of Physical Education, Sports, and Health in Indonesia is guided by Law Number 11 of 2022 and the National Education System Law Number 20 of 2003. However, current practices indicate that these regulations are not fully realized in schools. Several challenges contribute to this gap, including limited sports facilities, inadequate infrastructure, and a shortage of trained physical education teachers. These limitations hinder the proper application of movement-based learning and make it difficult to fully implement the curriculum as intended (Aloizou et al., 2024). As a result, the assessment process does not accurately reflect students' true abilities, further complicating the achievement of physical education goals (Tolgfors, 2018). Additionally, it is unclear whether the root cause of these issues lies in unrealistic expectations set by the law or ineffective methodologies used in practice. Without addressing these barriers, physical education cannot fully support students' physical, cognitive, and social development. From the real condition explained, this study aimed to evaluate these gaps and propose recommendations to enhance the effectiveness of physical education in elementary schools, ensuring that learning outcomes align with national educational standards.

Evaluation has been a part of human life for a long time. Evaluation is a data-driven assessment process (Oerman & Gaberson, 2021). The evaluation began to develop in the early 1900s (the age of reform), starting with scoring student assessments, which were only qualitative until 2000 (the age of expansion and integration). Evaluation is beginning to be recognized for its benefits related to effectiveness and efficiency (Stufflebeam et al., 2002). Evaluation is not just the process of knowing the value but ascertaining what the value has (Moseley & Dessinger, 2010). Evaluation cannot be carried out carelessly because it relates to users, evaluators, evaluation processes, outputs, and conditions of the organization/society being evaluated (Alkin & King, 2017). User expectations for the evaluation results may differ



and must be accommodated (LaVelle et al., 2020).

This researchers were belived that this study will contribute to identify the key challenges on the implementation of Physical Education, Sports, and Health in elementary schools, specifically in relation to policy gaps, infrastructure limitations, and assessment inconsistencies. Through the CIPP evaluation model, this research was believed to provide evidence-based recommendations to improve physical education policies and practices, ensuring better alignment with national education standards and fostering students' holistic development. The findings of this study were believed to serve as a reference for policymakers, school administrators, and educators in optimizing physical education learning environments and assessment strategies

## **METHODS**

The research model used in this study was the CIPP evaluation model. The CIPP model was selected because it provides a structured and comprehensive approach to evaluate educational programs, allowing an in-depth analysis for not only the outcomes but also the underlying factors that influence program success. Given the complexities of implementing Physical Education in elementary schools, such as policy alignment, resource availability, and instructional effectiveness, this model ensures a holistic assessment that can generate actionable recommendations for improvement. The flow of research implementation using the CIPP model is (Stufflebeam & Coryn, 2015).

1. Context Evaluation, collecting all information and determining objectives relevant to the policies that oversee the implementation of Physical Education, Sports, and Health subjects.
2. Input Evaluation, identify the carrying capacity that affects how policy objectives are achieved.
3. Process Evaluation, checking and documenting the implementation of policies.
4. Product Evaluation, determine the impact of applicable policies on implementing Physical Education, Sports, and Health subjects.

The sample involved in this study was physical education teachers and students. The research was conducted in 9 schools involving 9 teachers and 321 students. Public schools, international schools, nature schools, and elementary schools under the Ministry of Religion represent the schools involved in this research. The research instruments used were adjusted to the evaluation stage carried out. The Delphi method was used to determine the validity and reliability of the instruments used. The Delphi



method is a systematic and meaningful process of assessment synthesis (Steurer, 2011). Testing the instrument's validity and reliability for the evaluation of context, input, and process involved 3 professors and 3 doctors. It was tested anominically on 62 people who understood physical education from various backgrounds. The anonymous respondents included students, lecturers, practitioners, and physical education and sports teachers. The results of the Delphi test can be seen in Table 1.

**Table 1.** Standard Deviation and Interquartile Scores on each Instrument

Instruments	Consensus	No Consensus
Evaluasi <i>Context</i>	29 questions	6 questions
Input Evaluation	34 questions	5 questions
Process Evaluation	16 Observation Guidelines	0 Observation Guidelines

In product evaluation, evaluation instruments that have often been used in scientific activities were used. It has been proven that test instruments have been used frequently for validity and reliability. Evaluation at the product stage emphasized evaluating the level of motor skills and the quantity of students' physical activity. The instrument used to measure the level of motor skills was the Motor Competence Assessment (MCA), while the other one used to measure the quantity of students' physical activity was the Physical Activity Questionnaire (PAQ). MCA is an assessment tool designed to evaluate motor competencies that use all three components (locomotor, stability, and manipulative) (Rodrigues et al., 2019). PAQ is an instrument that documents physical activity over the past 7 days, scoring 5 on each question item (Kowalski, 2004).

The data collected from the Motor Competence Assessment (MCA) and the Physical Activity Questionnaire (PAQ) were analyzed using a Likert scale ranging from 1 to 5. The MCA evaluated motor competence across three domains (locomotor, stability, and manipulative skills) with each component scored on a Likert scale to quantify participants' proficiency levels. Similarly, the PAQ measured students' physical activity levels over the past seven days, where each question item was rated on a five-point Likert scale, providing a structured numerical representation of activity levels. The collected data were then processed using descriptive and inferential statistical techniques to determine the relationship between motor competence and physical activity levels, ensuring a comprehensive analysis of the students' movement abilities and engagement in physical activity.

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## **RESULTS AND DISCUSSION**

### **Results**

The research findings were classified according to the evaluation stage. The results of the evaluation in context, input, process, and product were presented following the stage of the school evaluation target. Each evaluation result explained the condition of each level of education.

#### **1. Evaluation of Context**

The interviews conducted were the raw results of the context evaluation. Based on the analysis of the results of the context evaluation, several things were highlighted and coded into several groups. The following statements were highlighted



in the context evaluation.

a. Learning Conditions

“Students have already developed an understanding of the material taught in grades 5 and 6”. “Students comprehend the materials in Physical Education subjects and are capable of taking the mid-term and final exams”. “Teachers support Physical Education learning because the schools are operated under the Ministry of Religion, making religious-related materials as a mandatory component in the curriculum”. “The material can be delivered flexibly with modifications that align with the characteristics of students, who tend to be active”. “Teachers supervise students well. All students receive guidance to avoid risky movements, and teachers continuously monitor every movement performed by students”. “I believe it is appropriate since basic movement skills are taught at the elementary school level”. “Adapting to the existing curriculum standards while considering the characteristics of students”. “The existing curriculum aligns with the teaching method, ensuring effective learning”. “Learning should be enjoyable while still adhering to the material, ensuring that basic techniques are correctly executed”. “By delivering balanced learning (between theory and practice) and incorporating character education related content to instill discipline to the students”. “Monitor basic techniques according to the sport being taught (ensuring the correctness of basic techniques). For theoretical material, students complete questions and discuss them with the teacher to enhance their understanding”. “Student admission at our school is limited. We accept no more than 20 students per class to maintain the quality of learning. With this number of students, no one has to wait too long”. “The learning requirements for elementary school students align with their developmental level. As long as the curriculum mandates basic movement skills, it will meet students' needs”. “With an ideal number of students, they receive ample movement repetition, eliminating the need for additional time allocation”. “Physical education is essential, especially in our school, which emphasizes academic development. It serves as a means of refreshing students”. “The previous subject teacher assists in preparing students to change their clothes promptly for Physical Education. This demonstrates the support of other teachers for Physical Education subjects”. “There is no fixed method, but all learning is interconnected. Teachers consistently design interrelated learning targets to ensure a cohesive learning process”. “Structuring materials in a



sequential manner from week to week facilitates students' understanding, as they can build upon prior knowledge.”

b. Safety and Convenience of Learning

“Always assist students who are performing movements to ensure that if they make incorrect movements that may lead to injury, they can be immediately supported to prevent falling or getting hurt”. “Ensure that students maintain an appropriate distance so that their movements do not lead to collisions with their peers”. “Always conduct warm-up exercises to prevent injuries, use standard equipment according to the lesson material, and closely monitor every movement”. “On the field, particularly during warm-ups, provide as much space as possible to allow students to move freely and comfortably”. “Provide encouragement and motivation so that students with lower motor skills continue practicing and gradually improve their abilities”. “Encouraging students to adopt an active lifestyle based on their interests and talents, it helps them achieve success through sports”. “This is feasible as our school has a field with ground-level areas and outbound-friendly games that support learning activities”. “Demonstrating to students that the games they participate in are enjoyable and encourages their interest and willingness to engage in outbound activities comfortably”. “Since I teach at the elementary level, I always remind students to be cautious, especially those in grades 1 and 2”. “I ensure that students move according to their physical condition; if any student feels unwell, I ask them to take rest”. “Always start with a warm-up, use a standard mat, assist movements that may pose an injury risk, and ensure that basic techniques are performed correctly to minimize injuries”. “Implementing engaging and relaxed learning is not difficult at our school due to the support of well-equipped facilities and infrastructure. Teachers can flexibly apply various teaching models to make students enjoy physical education”. “Adjust learning targets to match students' abilities, ensuring that they are willing to move and stay active”. “A manageable number of students allows me to effectively supervise each movement, ensuring their safety”. “The school has provided adequate facilities and infrastructure, encouraged student participating in sports competitions, and organized sports extracurricular activities. This demonstrates the school's strong support for the implementation of physical education learning.”

c. Determination of the Type of Physical Activity



“Games and exercises involving non-manipulative locomotor movements are conducted together with Physical Education teachers”. “Providing students with opportunities to practice and repeat movements (locomotor, non-locomotor, and manipulative) while supervising them to enhance their psychomotor development”. “A combination of speed and agility training incorporating locomotor, non-locomotor, and manipulative movements”. “Adapting to field conditions, available infrastructure, and students' preferences”. “Movement repetition is consistently practiced to ensure that students master the learned movements correctly, even though it requires its own time”. “Designing a different outbound theme each week, Physical Education learning incorporates engaging outbound games while maintaining the core essence of Physical Education”. “Physical Education at Alam Surya Mentari Elementary School is crucial because nature-based schools emphasize outbound activities, which require high student engagement”. “Parents responded positively as Physical Education lessons were designed as enjoyable games”. “Since elementary school students enjoy playing, Physical Education is taught through interactive games”. “A combination of speed and agility training integrating locomotor, non-locomotor, and manipulative movement”. “The material is taught through games and competitions. Competitions are conducted to increase students' motivation to participate in Physical Education”. “Encourage students to participate in extracurricular activities and suggest the parents to enroll their children in suitable sports clubs”. “Our school is equipped with a football field, a basketball court, a swimming pool, and an indoor court, which can utilize for various sports activities”. “It does not matter as long as students remain active. The more frequently they move, the more their motor skills improve”. “Conducting learning as usual while ensuring students are actively involved, and increasing their opportunities to move and interact.”

d. Limitations of Learning Implementation

“The curriculum accommodates schools with limited field space and infrastructure facilities that are still considered inadequate”. “The schoolyard is still not supportive for conducting Physical Education lessons. However, the school has signed an MOU to use the village field. Unfortunately, the village field is currently under repair, which hampers Physical Education learning due to the lack of adequate space”. “The available space is still insufficient, as seen from the limited size of the school field. Additionally, the nearby field is inaccessible to



students because it is not open to the public". "Theoretical Physical Education lessons cannot yet be conducted optimally by Physical Education teachers and must instead be taught by classroom teachers. In State Madrasah Ibtidaiyah 1 Surakarta, there is only one Physical Education teacher, resulting in an excessive teaching workload". "The majority support this, but in certain situations, some teachers express concerns that their lessons are disrupted due to noise from the field when it is used for games such as football and volleyball". "Morning lessons are interrupted by religious studies, reducing the allotted time for Physical Education for classes scheduled in the morning". "Each student has a different level of enthusiasm, and this also applies to students with special needs". "There is no issue, except using an area outside the school takes additional time to reach the location, reducing students' movement time". "The school has provided a designated sports area, but its current development priorities may be focused on other areas". "Each student's condition varies (e.g., feeling unwell, menstruation, or lack of interest in certain sports materials) ". "Lessons are conducted in parallel for 2 to 3 classes at a time, reducing opportunities for movement repetition and playtime". "Most of my students come from financially well-off families. This condition makes them reluctant to engage in outdoor activities. Since they are accustomed to air-conditioned environments, they become tired quickly when exposed to hot weather". "There are no issues in management. Teachers must be strategic in organizing the material delivery. With a limited number of students accustomed to air-conditioned environments, improper regulation of movement time may cause them to become overly fatigued". "If the weather is too hot or rainy, lessons will be conducted in indoor sports area."

e. Important Factors of Physical Education

"Students understand the importance of basic movements and physical fitness for their overall well-being". "Parents want their children to stay active and healthy, supporting the implementation of Physical Education". "The affective domain is my primary focus in teaching because students with good behavior are easier to engage in learning". "Learning continues as usual. For students who face difficulties, the teacher provides encouragement and constructive feedback". "Physical Education is the only subject that directly teaches about healthy living, making it as an essential part of the curriculum". "It is crucial for students to learn proper movement through Physical Education. Correct movement is a fundamental need for individuals to lead a normal and healthy life". "Parents are



happy when their children are healthy and active. Therefore, Physical Education plays a significant role in supporting this". "The affective domain is my priority over psychomotor and cognitive aspects because I aim to develop students into good individuals". "Physical Education serves as a platform for students to explore their talents and stay active during school". "No single aspect is prioritized; all domains must develop in balance. However, if simultaneous development is not feasible, the affective domain takes precedence in learning."

f. Learning Approach

"By asking students for their opinions on how enjoyable the learning experience is, then making modifications based on the material". "Children come from diverse backgrounds, which is natural. It become teacher's responsibility to keep them actively engaged in learning". "Increasing the number of learning tools, and sometimes modifying alternative tools to replace the original ones when necessary". "Encourage students to participate as much as possible and motivate them whenever they feel reluctant to move". "Grouping students with similar motor skills so that training portions can be adjusted accordingly, differentiating students into students with advanced skills and those who need more support". "During lessons, I allocate special time for independent practice while ensuring students remain under supervision". "Providing information on the connection between last week's material and this week's lesson". "Our school offers sports-themed extracurricular activities, which are conducted outside the classroom every semester. This provides students with additional opportunities to engage in physical activities beyond Physical Education lessons".

g. Self-Development

"Physical Education is essential for elementary school students as it focuses on movement learning, which is vital for their overall development". "Ensuring that students can answer theoretical questions during exams and effectively master the movements taught by the teacher". "Physical Education is a crucial subject that supports students' engagement in physical activities". "Guiding students with talent at specific sports to join clubs and further develop their skills at those sports. Students are given the opportunity to practice each movement taught to help them master the skill". "The school has provided excellent support, such as offering all students with opportunity to participate in morning exercises every Friday". "Physical Education is an important subject for students as it not only



allows them to engage in physical activities to the fullest but also provides recreational enjoyment through games incorporated into the lessons". "Students can become more physically active and be guided toward competitive sports based on their individual interests and talents."

#### h. Implementation of Evaluation

"Giving each student the opportunity to perform movements individually while observing whether their movements are correct or not. The teacher then provides an evaluation, allowing students to recognize and understand the correct movements based on the fundamental techniques of material being studied". "Asking students for feedback on whether they can understand the current Physical Education lesson or not". "Implementing different assessment standards for students with below-average motor skills."

### 2. Evaluation of Input

The evaluation of the input results showed a reasonably comprehensive picture of the school's physical education condition. From this description, several aspects could be evaluated more deeply. First, dividing the day between physical activities and theoretical learning became a positive step. The division of learning time between practice and theory in different lesson hours showed that the addition of physical education learning time allocation had no impact on the allocation of motion learning time. The limitations of practice for some materials required further attention, significantly to improve students' practical skills. Resource constraints, such as field and high rental costs, could be constraints; however, change or negotiation efforts might be necessary to ensure optimal learning.

Collaborative exchanges carried out by teachers with colleagues in schools and the Physical Education Teacher Working Group to improve teacher competence were positive steps in overcoming practical obstacles in the field. These positive things were not implemented well due to the limited time to participate in these activities or different priority scales at each school. A careful evaluation of the time allocation for competency improvement activities should be carried out so teachers could optimize the learning. The ongoing development of school buildings created a priority that focused on public facilities and infrastructure but had not fully prioritized physical education facilities. In order to increase the effectiveness of learning, it was important to pay attention to the availability of facilities and equipment that could support physical activities.



In terms of teaching, students' participation and readiness to move in learning was positive. Teachers still needed to be guided in completing tasks, and improving the ability to understand commands indicated the need to develop more effective teaching methods. The success of integrating physical learning with outbound at schools where object of research could be used became a positive example, showing creativity in delivering material. However, it was still necessary to ensure that it was not only entertaining but also positively impacts students' understanding and skills.

When it came to the balance between physical activity and rest, attention to the time ratio was important to ensure the well-being of students. This point could be used as a daily activity schedule guideline. Teachers needed to plan breaks between activities to prevent students from being overtired. In the context of students from the middle to upper class who tend to focus on academic achievement, improving physical fitness became a problem. It was necessary to think of specific strategies to motivate students to be more active.

Finally, the good use of existing school facilities and equipment, regular maintenance, and support from third parties demonstrated the school's commitment to the sustainability of the physical education program. In the face of identified obstacles, recommendations included negotiations with relevant parties to find solutions to rental costs, increase the use of facilities, and develop teacher competency improvement programs. In addition, strategies to motivate students to be more active, perhaps by linking physical learning with more interesting academic activities, could also be explored. Thus, collaborative and innovative efforts were continued to achieve optimal physical learning at school.

### 3. Evaluation of Process

The evaluation showed three categories of learning objectives. The low category indicated ambiguity and uncertainty because there was no learning administration. The intermediate category highlighted the difference between planning and execution, indicating a lack of understanding or control in the learning process. In the high category, learning objectives included psychomotor, cognitive, and affective aspects, with operational verbs creating a solid basis for objective evaluation. Teaching styles became a significant impact on learning effectiveness. Some schools only listed learning activities from the available data without detailing teaching styles. In contrast, several other schools already implemented diverse teaching styles, including learning styles adapted to the difficulty level of the material. Evaluation needed to be carried out to



ensure that each teacher already adopted a teaching style following the material's characteristics and the students.

Understanding students was the foundation for designing effective learning strategies. There was variation in data collection on learners' learning styles. Some schools divided learners by "normal" and "special needs," while others had no data on learning styles and characteristics. This evaluation was a foothold to increase students' understanding so that the learning process could be more personalized. Learning materials had to follow the learning objectives and applicable curriculum. Several schools had managed to plan learning materials well, including modifications to outbound-themed learning. However, some schools did not plan the learning materials. Evaluation had to be done to evaluate the consistency and relevance of learning materials to the standards.

The assessment process played an important role in evaluating students' understanding. The data showed variations in the implementation of assessments, ranging from only using formative assessments to involving diagnostic, summative, and formative assessments. Evaluations were carried out to ensure that each teacher implemented various assessments according to learning needs. Good time management affected the effectiveness of learning. The data provided showed different time management schemes in each school. Time management evaluations helped determine whether the time used for each learning phase was optimal or needed to be adjusted to improve learning effectiveness.

Teacher communication and classroom management were crucial to create a conducive learning environment. Evaluations were conducted to evaluate teachers' ability to communicate and manage the classroom well. Recommendations were given to improve certain aspects that may require more attention. Teaching locations played an important role in facilitating learning. Some schools had representative teaching locations, while others faced obstacles such as too narrow or inadequate locations. This evaluation provided recommendations related to improving learning facilities if needed.

The teacher's activeness and appearance affected student involvement in learning. Evaluating the teacher's activeness and appearance provided an overview of teaching effectiveness and provide input for improvement if needed. The assessment process was the last step in the learning cycle. From the existing data, variations in the assessment parameters and implementation of teacher evaluations affected the validity of learning outcomes. These evaluations provided a more in-depth view of each school's

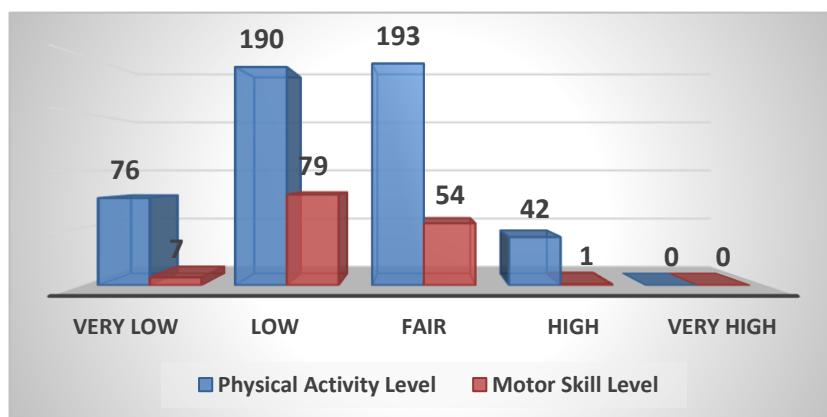


assessment policies and suggestions for improvement.

#### 4. Evaluation of Product

The evaluation results showed several interesting patterns that needed to be considered. In terms of the level of physical activity, it could be seen that the majority of students, namely 190 people, were at low level, while 76 students were at very low level. This showed that most students in these schools had minimal physical activity levels in daily life. Only 1 student achieved high level of physical activity, and the other 54 students were classified as sufficient. These results highlighted the need for programs encouraging students to be more physically active outside of the school environment.

Meanwhile, in terms of motor skills, most students reached a sufficient level, with 193 students in this category. 42 students achieved high level of motor skills. However, there were still 7 students at very low level and 79 students at low level. This showed that there was still room for improvement in developing students' motor skills, especially those at low and very low levels.



**Figure 1.** Physical Activity Level and Motor Skills of Students

### Discussion

#### 1. Evaluation of Context

Parents and teachers of other subjects consider Physical Education important because it provides opportunities to move, interact, and understand basic movements and fitness. However, there are obstacles to learning, especially regarding the lack of adequate field facilities. Physical education requires facilities and has a negative impact if the sports field is inadequate (Viana et al., 2016). The school seems to have provided good support, but development targets in other areas may be a top priority. Physical Education teachers try to carry out learning by combining theory and practice and combining material with games and competitions. They understand the importance of



maintaining the affective aspects of students, considering that good behaviour facilitates the learning process.

Constraints such as a small field and various individual conditions of students (such as illness or menstruation) require careful planning. The teachers focus on the safety and active participation of students. In terms of management, teachers must be wise in managing time and providing encouragement so that students continue to move. Physical education management emphasizes the need for effective time management and encouragement in learners regarding students' skills and character (Perdima et al., 2022). Physical Education teachers emphasized the importance of this subject for the physical development and healthy life of students. They strive to provide interesting and relevant learning and support students' interests and talents in sports. Although there are several infrastructure constraints, efforts to provide quality learning are still being made.

Physical Education teachers also play a role in directing students with potential in certain sports to join clubs and develop their talents. In order to improve Physical Education learning, teachers plan to repeat movements and focus on the affective aspects of students. Repetition of movements and emphasis on the importance of creative movements are crucial in children's development, especially in achieving affective goals such as well-being and cooperation (Geršak, 2012). They are also looking for ways to maximize the use of available resources. Despite some obstacles, physical education teachers seem to be committed to providing physical education that is beneficial to their students.

## 2. Evaluation of Input

The Physical Education Teacher Working Group actively supports the improvement of teacher competence through regular meetings. The Physical Education Teacher Working Group supports competency improvement by providing a platform for joint discussion sessions related to new information in physical education. The school environment also supports efforts to improve competence, although some teachers feel that time constraints are required to participate in activities that can improve competence. Teachers of other subjects who work in one school support physical education teachers in improving their competence and can be valuable discussion partners in selecting learning methods. Colleagues can spark professional development by encouraging reflection, building a community of professional discourse, and raising the standard of teaching (Park et al., 2007). Peer relationships and the norms that apply



in schools are significant for teachers and are strong predictors of minimizing mistakes (Jones et al., 2013).

Regarding the provision of facilities and infrastructure, several schools are hindered by high rental costs. Schools need to rent a field because the school's field is not significant and not representative of carrying out physical education learning. Some schools are still in the building development stage, so facilities and infrastructure for physical education have not become the top priority. Although there are concerns related to facilities and infrastructure, its implementation depends on the availability of funds. Only one school has physical activity support facilities, including a swimming pool, soccer field, basketball court, and indoor court. In the school, the facility is maintained by a third party to maintain cleanliness and ensure good conditions. Some schools have a different concept where facilities for physical activities are in the form of outbound equipment. In general, the conditions in schools, even though there are facilities and some physical education materials, have not been delivered optimally due to the lack of adequate infrastructure support. Sports facilities and infrastructure developments depend highly on funding (Biegańska et al., 2014).

Some schools tend to focus on academic achievement. This causes a lack of physical activity outside of physical education learning, resulting in a lack of physical fitness for students. An innovative and effective physical education program is needed to overcome the problem of weak physical fitness because it has an impact on the quality of physical education implementation (Chanpura & P., 2023; Khairuddin et al., 2023; Mayorga-Vega et al., 2015). Nevertheless, teachers still try to provide teaching that follows the students' level, and their interaction with students is well maintained. The learning process is also done by considering the time ratio between activities and breaks to avoid student fatigue. Through physical education, schools implement learning with several adjustments, such as the division of time allocation for materials, and materials that cannot be practised are delivered in theory. Teachers continue to try to use learning media to increase students' interest. Even so, the children showed enthusiasm for physical education lessons interspersed with games with outbound nuances.

### 3. Evaluation of Process

Physical education in elementary schools has an important role in shaping students' character and physical health. A comprehensive evaluation needs to be carried out based on several criteria that include learning objectives, teaching style, understanding of students, learning materials, assessment, time management, teacher



communication, teaching location, teacher activity, and appearance, and the assessment process to ensure the effectiveness of this learning process.

a. Learning Objectives

Learning objectives are the main foundation in designing the learning process (Aida, 2023; Zhang et al., 2024). The data shows that some schools have formulated learning objectives using measurable verbs, while some other schools have not formulated learning objectives. Therefore, there needs to be an update in the formulation of learning objectives to include measurable verbs to facilitate the evaluation of student progress.

b. Teaching Style

Teaching style is how a teacher delivers learning materials to students. The proper teaching style can increase learning effectiveness by encouraging students to be more active and involved in the learning process (Huang & Zheng, 2022; Konopka et al., 2015). The data shows that some schools only list learning activities without detailing teaching styles. This can hinder learning effectiveness because teachers cannot adjust learning activities to students' learning styles. In contrast, several other schools have implemented diverse teaching styles, including learning styles adapted to the difficulty level of the material. Learning styles adjusted to the level of material difficulty can increase learning effectiveness because they can meet the learning needs of different students (Graf et al., 2009; Kristina et al., 2021). Therefore, an evaluation needs to be carried out to ensure that each teacher has adopted a teaching style that follows the characteristics of the material and the students. Evaluation can be done in various ways, such as observation, interviews, and teacher performance assessments.

c. Understanding of Students

Understanding students is the key to designing effective learning strategies. Students have different characteristics and learning needs, so it is important to understand them to provide appropriate learning (Felder & Brent, 2005). Data on students' learning styles can be obtained in various ways, such as questionnaires, tests, or interviews. Some schools divide learners by "normal" and "special needs," while others have no data on learning styles and characteristics. Understanding students can be improved by collecting comprehensive data. Comprehensive data can be obtained using various data collection methods, such



as questionnaires, tests, interviews, observations, and record analysis. Evaluation of students' understanding can be a foothold to increase learning effectiveness. Teachers can design personalized learning strategies by understanding students' characteristics and learning needs (Amzil et al., 2023).

d. Learning Materials

Learning materials are the content or substance that must be learned by students in order to achieve learning goals. Learning materials must follow the learning objectives and applicable curriculum (Delos Reyes & Caballes, 2021). Data shows that several schools have successfully planned learning materials, including modifications to outbound-themed learning. This shows that the school understands the importance of learning materials that follow the learning objectives and curriculum. Modifying learning materials into outbound-themed learning can be one way to make learning materials more interesting and relevant to the needs of students. Outbound learning can provide a meaningful learning experience for students to understand the learning material better. However, some schools do not plan learning materials. This can hinder learning effectiveness, as poorly planned learning materials can become irrelevant to learning objectives and curriculum. Therefore, an evaluation needs to be carried out to evaluate the consistency and relevance of the learning material to the set standards. Evaluation can be done in various ways, such as observation, interviews, and teacher performance assessments.

e. Assessment

Assessment is the process of collecting data to measure students' learning progress. Assessment plays an important role in evaluating learners' understanding, as it can provide information about what learners have learned and what still needs to be learned. The data shows variations in the implementation of assessments, ranging from only using formative assessments to involving diagnostic, summative, and formative assessments. Formative assessment is an assessment that is carried out periodically to monitor the learning progress of students. Summative assessment is an assessment that is carried out at the end of a learning unit to measure the achievement of student learning outcomes. Diagnostic assessment is an assessment conducted to identify students' weaknesses and strengths. Various types of assessments according to learning needs can provide a comprehensive picture of students' understanding.



Formative assessments can be used to monitor students' learning progress periodically. Summative assessment can be used to measure the achievement of student learning outcomes at the end of a learning unit. Diagnostic assessments can be used to identify student's weaknesses and strengths so that appropriate interventions can be given. Therefore, evaluations need to be carried out to ensure that each teacher has implemented various assessments according to learning needs. Evaluation can be done in various ways, such as observation, interviews, and teacher performance assessments.

f. Time Management

Time management is an important skill for everyone, including teachers and learners. Managing time effectively optimizes available time and enhances learning effectiveness, ensuring the achievement of learning goals. The data shows that there are different time management schemes in each school. Various factors, such as the characteristics of the learners, the applicable curriculum, and the available resources, can cause this. Time management evaluations can help determine whether the time used for each learning phase is optimal or needs to be adjusted to improve learning effectiveness. Educators can conduct evaluations through observations, interviews, and surveys.

g. Teacher Communication and Classroom Management

Teacher communication and classroom management are two important aspects of learning. Effective teacher communication can help students understand the learning material better. Classroom management can create a conducive learning environment so students can learn comfortably and focus. Educators must conduct evaluations to assess teachers' communication skills and classroom management abilities. Educators can evaluate through observation, interviews, and teacher performance assessments, providing improvement recommendations. These recommendations support teachers in enhancing their communication and classroom management skills, fostering a more effective learning environment.

h. Teaching Location

The teaching location is an important factor that can affect learning effectiveness. A representative teaching location can provide comfort and safety for students and teachers to increase motivation and focus on learning. Data shows differences in the conditions of teaching locations in each school. Some schools



have representative teaching locations, while others face obstacles, such as too narrow or inadequate locations. Teaching location constraints can hinder learning effectiveness. Schools need to evaluate and identify obstacles in their teaching locations. Educators can evaluate through observations, interviews, and surveys and provide recommendations for improving learning facilities when needed. This recommendation can help schools improve the quality of teaching locations to support learning effectiveness.

i. Teacher's Activity and Appearance

Teacher activity and appearance are two important aspects that can affect student involvement in learning. Teachers who are active and attractive can attract students' attention and make them more motivated to learn. Evaluating the teacher's activeness and appearance can provide an overview of teaching effectiveness. Educators can evaluate using various methods, such as observation, interviews, and teacher performance assessments, and provide feedback for improvement when necessary. This input can help teachers to improve their activeness and appearance so that they can increase the effectiveness of teaching.

j. Assessment Process

Assessment is the process of collecting and analyzing data to measure the achievement of student learning outcomes. The learning cycle concludes with an assessment, which provides information about the effectiveness of the learning process. The data shows variations in each school's teacher evaluation assessment and implementation parameters. Various factors, such as the applicable curriculum, the characteristics of learners, and the available resources, can cause this variation. Variations in the assessment parameters and implementation of teacher evaluations can affect the validity of learning outcomes. The validity of learning outcomes is the level of accuracy of assessment results in measuring what is to be measured. Schools need to conduct evaluations to understand better the assessment policies they implement. Educators can evaluate through various methods, including observations, interviews, and surveys, and use the results to suggest improvement. This suggestion can help schools improve the quality of assessments so that the assessment results can be more valid and used to improve learning.

4. Evaluation of Product



The product evaluation results at the elementary school and Ibtidaiyah levels, involving 321 students from 9 schools, reveals a significant picture of the level of physical activity and motor skills of students at that level. One of the important factors that affect students' physical activity level is the environment in which they live. Geographical factors, accessibility of sports facilities, and lifestyle in the surrounding community can affect students' physical activity levels. If learners live in areas lacking sports facilities or the surrounding environment does not encourage physical activity, they tend to have low physical activity levels.

The influence of family and social environment also plays an important role in shaping students' physical activity habits. Parents and families play a role in shaping students' diet and physical activity. If the family encourages an active lifestyle, the learner may have a higher level of physical activity. Conversely, learners may have low physical activity levels if the family culture is more likely to be sedentary. The availability of sports facilities in and outside of school can affect students' physical activity levels. If the school does not have adequate sports fields or sufficient sports facilities, students may find it challenging to participate in diverse physical activities. In addition, access to sports outside of schools, such as parks or public fields, also plays an important role in facilitating physical activity.

The emphasis on physical education in the school curriculum can also affect students' physical activity levels. If the school curriculum prioritizes physical education, learners may be more likely to engage in physical activity. On the other hand, if physical education is ignored or only focuses on theoretical aspects without practising movements, then students' physical activity level can be affected. Limited facilities and infrastructure in schools, such as inadequate sports fields or lack of diverse sports equipment, can limit teachers' ability to teach various physical activities. Emphasis on physical education may have impacted the learner's physical activity level.

Psychological factors such as motivation, interest, and social support also shape students' physical activity levels. Learners who are motivated and have support from teachers, peers, or parents may be more likely to participate in physical activity. Some results showed that only one learner achieved a high level of physical activity. Psychological factors can reflect a lack of understanding of learners' understanding of the importance of physical activity for their health. Stronger education about the benefits of physical activity may be necessary.

Learners' motor skills may vary significantly. The results showed that most of



the learners had reached a sufficient level of motor skills, while some were at a very low level. Motor skill levels can reflect individual differences in motor skills and the need for student-focused programs that are at low and very low levels.

## **CONCLUSION**

This evaluation revealed several significant findings related to implementing physical education in Indonesia. The study summarizes the findings into four main aspects: ontology, epistemology, axiology, and novelty value. From an ontological perspective, there is a conclusion elaborating the physical education policy in Indonesia does not fully follow the standards set by the national level policy. There is confusion regarding the definition and scope of physical education, sports, and health. Addressing the problems of limited facilities and infrastructure and insufficient adequate learning time is crucial.

The analysis revealed that the policies regulating teacher qualifications, facilities, and physical education curricula are not fully implemented. The number of students in one class and the arrangement of the allocation of lesson hours are also obstacles to implementing physical education. The axiological aspect discusses the values underlying the reconstruction of physical education policies. Recommendations include adjusting the essence of physical education by eliminating the meaning of sports as an assessment standard and adjusting the curriculum by considering students' interests and talents. Improving physical education facilities and infrastructure and considering effective time allocation are essential.

Regarding novelty value, findings related to rudimentary, implementation, and supporting policies provide concrete recommendations for change. The term "Physical Education" affirms the role of sports as part of the activity, and educators are encouraged to adapt the essence of physical education to comply with applicable regulations. Student assessments should focus more on improving motor skills, growth and development, and physical fitness.

The limitations of this study include constraints in bureaucracy, limitations in the research location only in Central Java, and obstacles in selecting appropriate respondent samples. These constraints limit the geographic coverage and representation of respondents. Based on the findings of the study, several recommendations can be submitted. First, it is necessary to revise national-level policies related to physical education to harmonize the definition, scope, and assessment standards. Second, improving facilities and infrastructure must be prioritized to support



optimal learning. Third, the expansion and adjustment of the allocation of learning time must be considered more effective. Fourth, the exclusive use of the term "Physical Education" can clarify the role and purpose of the subject.

Integrating these findings and recommendations aims to create a physical education policy aligned with Indonesia's educational needs and context. Stakeholders, including the government, schools, and the community, must collaborate to drive positive changes in Indonesia's physical education field.

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