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## Analysis of Physical Education in Primary Schools

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### ABSTRACT

Physical education learning is designed to be activity-based and related to a range of types of physical movement/exercise and health maintenance efforts that are appropriate for learners. These activities are designed so that learners become accustomed to doing physical movement and exercise and enjoy doing it because they feel the need to do it and are aware of the importance of maintaining physical health both through physical movement and exercise and by paying attention to the health factors that affect it. This research is a library research and documentation study. The type of research used was qualitative. This research aims to find out the material content of physical education, sport and health teaching materials in SD / MI from grade 1 to grade 6. PJOK material consists of physical education, games and sports and health material.

**Keywords:** Material, PE, Primary Schools.

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### 1. INTRODUCTION

Education is an effort to develop all the potential or abilities that exist in a person so that a good, intelligent and responsible personality is formed. This is in accordance with education based on Law No. 20 of 2003 on the National Education System Chapter 1 Article 1 Paragraph 1: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state" (Putri et al., 2021).

Education is very important and cannot be separated from a person's life, both in the family, society and nation. The progress of a nation is determined by the level of educational success. The success of education will be achieved if efforts are made to improve the quality of education in the nation itself. Education is an effort to help students develop and focus on the ability of knowledge, skills, attitudes and behaviours that are useful for their lives (Nasution & Syaleh, 2021).

The 2013 Curriculum is an improvement of the 2004 Curriculum and the 2006 KTSP, which are school-based and competence-based curricula. The implementation of the 2013 Curriculum aims to create a creative, innovative and productive generation. The improved 2013 curriculum focuses more on mindset, curriculum management, research and improvement of materials, justification of learning activities and habituation of dependents to acquire knowledge so that what is produced is in line with the initial objectives (Ahsani, 2020). The 2013 curriculum is an integration of three competencies, namely cognitive, affective and psychomotor competencies (Yunianto, 2021). In the 2013 curriculum, learning uses thematic teaching materials, where all subjects are integrated into one theme. One of the subjects in the thematic books for primary school is Physical Education (Al Fathan et al., 2022).

Physical education is carefully planned to meet the developmental, growth and behavioural needs of each child. Physical education therefore aims not only to develop psychomotor skills, but also to develop the cognitive and affective skills of pupils. Physical education learning begins at an early age to stimulate organic growth, motor, cognitive and emotional development (Solihin, Faisal, & Dadang, 2013). This indicates that at an early age, physical education plays a very important role in character building. As the early childhood education stage

is an important stage in preparing children for future development, meaningful learning is very important in achieving quality resources. Meaningful learning aims to provide knowledge that can be applied in everyday life, indicating that learning should not be just concepts and theories (Edukatif & Alam, 2018).

A teaching and learning strategy is a procedure for selecting, determining and integrating activities in an effort to achieve learning objectives. Developing a strategy is the first activity in the whole teaching and learning process. Strategies have a great influence, even a decisive influence, on the learning outcomes of the students concerned. Therefore, if a teacher wants to achieve his or her teaching objectives, he or she is required to have knowledge and skills in developing teaching and learning strategies (Sumantri & Neldi, 2019).

Physical education is a subject that is often put aside by some teachers because PJOK is more practice than theory, so teachers themselves sometimes still cannot classify the material and theory of physical education, health and sport. Therefore, it is necessary to analyse PJOK material for primary school level in order to train professional educators so that they can raise quality students. This study will analyse the nature of physical education, the purpose of physical education and the scope of physical education, sport and health materials at the elementary school level.

Physical education is considered to be the most appropriate subject to get out of the current situation. The material delivered by the teacher through movement activities will force students to escape from various gadgets. Therefore, teachers must be able to design teaching materials to attract students' attention and defeat students' interest in gadgets. According to the characteristics of primary school students, 6-12 years old, most of them still like to play. Therefore, in addition to understanding and paying attention to students' characteristics and needs, teachers must be able to develop effective learning (Arifin, 2017).

Primary school age children are in a period of growth and development, where they have enormous potential to optimise all aspects of their development. Therefore, they require special guidance and attention, especially from physical education teachers who are expected to nurture students by teaching them basic movement skills (Fadilah & Wibowo, 2018). Physical education teachers need to have knowledge about the characteristics of students and skills in formulating learning methods or models that can support the achievement of the goals of physical education itself (Suherman, 2016).

## **2. DISCUSSION**

### **2.1 The Nature of Physical Education**

Physical education is essentially a process that uses physical activity to bring about holistic changes in the physical, mental and emotional qualities of the individual. Physical education is the child as a whole unit, a whole being rather than just a student who has healthy physical and mental attitude skills can direct themselves to a variety of new skills and can develop their ability to continue to live through creativity throughout the ages and be able to be more optimistic in learning because they have a healthy physical and mental state (Bengkulu, 2018).

Physical education is an integral part of education in general that influences the potential of students in terms of cognitive, affective and psychomotor through physical activity. Through physical activity, children gain a variety of valuable experiences for life such as intelligence, emotions, attention, cooperation, skills, etc. Physical activity for physical education can be through sport or non-sport.

Physical, sport and health education is essentially an educational process that uses physical activity to bring about holistic changes in the quality of the individual, both physically, mentally and emotionally. Physical, sport and health education treats the child as a whole, a whole being, rather than as a person with separate physical and mental qualities.

Williams states that physical education is all human activity selected and performed in accordance with the ends to be attained. Singer defines physical education as education through the body in the form of a programme of physical activity, the medium of which, movement, is designed to produce a variety of experiences and objectives, including learning, social, intellectual, beauty and health. Bucher states that physical education is an integral part of the whole educational process, which aims to develop physical, mental, emotional and social skills through physical activities selected to achieve results. Frost states that physical education consists of changes and adaptations that occur in individuals as they move and learn to move. The Decree of the Minister of Education and Culture No. 413/U/1987 states that physical education is an integral part of education through physical activity, which aims to improve the individual organically, neuromuscularly, intellectually and emotionally. Rusli Lutan states that physical education can be defined as a process of socialisation through physical activity, play and/or sport to achieve educational goals. Through this physical activity, learners gain a variety of real-life

experiences, so that it really leads children to good attitudes and actions.

Physical fitness is a physical condition that describes the potential and physical ability to perform certain tasks with optimal results without showing significant fatigue (Febrianti et al., 2022; Khudeivi et al., 2023; Widiastuti, 2019; Wirnantika et al., 2017). According to (Faqih, 2017) the importance of physical fitness for school-age children is also able to improve the ability of organs, social-emotional, sportsmanship and the spirit of competition. Physical education according to (Dwijayanti & Sari, 2020) is also one of the subjects in school that prioritises physical activity (practice). Physical education is applied by students in accordance with the school curriculum, but students have different levels of physical fitness from one region to another in terms of geography in each region. It turns out that the condition of this region is closely related to human activity. The activities of the population in an area are strongly influenced by geographical conditions, especially physical conditions.

### **2.2 Physical Education Objectives**

Physical education, if done properly, will make children fit, so that they can be more active and productive. Such fitness can be seen in children who are always on the move without experiencing significant fatigue. The combination of exercise and proper nutrition is very beneficial for children's growth because it stimulates the body to activate growth hormones. This allows children to reach their maximum potential. However, if the dose of exercise is too high, the growth hormone can actually inhibit growth.

Physical education and sports help to improve the functional development of all five senses. Sport teaches children to understand commands, rules of the game, cooperation, finding solutions and achieving goals. Physical education and sports for children can stimulate their brain development, with regular physical activity can make the coordination of brain work better, so that children can easily absorb the information provided, another effect is also that children have a good self-confidence attitude and their social skills become better.

Physical education and sport have positive effects on early childhood, such as health, fitness, growth, intelligence and psychological development. Physical education and sport can reduce the risk of various diseases, especially those related to obesity. in children. Psychological benefits for children include feelings of confidence, enjoyment, self-esteem, the experience of achieving goals and peer recognition of their abilities. Therefore, sport plays a very important role in early childhood to develop social, emotional and psychological aspects to build character from an early age.

The purpose of physical education is the same as the purpose of education in general, because physical education is an integral part of education in general through physical activity. Physical activity, which includes various physical activities and sports, is only a tool or a means to achieve educational goals in general. In detail, the purpose of education is contained in Law No. 20 of 2003, which states that national education aims to develop the potential of students to become people who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, democratic and responsible. independent, democratic and responsible citizens.

### **2.3 The Scope of Physical Education**

The scope of physical education, sport and health is as follows

- 1) Basic movement patterns, including: a). locomotor basic movement patterns or movement to move places, for example; walking, running, jumping, rolling, squatting, b). non-locomotor movement patterns or movement in place, for example; bending, stretching, turning, swinging, dodging, stopping, c). Manipulative movement patterns or control of objects, e.g. throwing a ball, catching a ball, hitting a ball with a stick, kicking.
- 2) Games and sports activities, including traditional ones, for example; rounders, kasti, softball, athletics, football, volleyball, basketball, handball, sepak takraw, table tennis, badminton, silat, karate. These activities are designed to encourage the child's natural inclination to play through informal play activities and to promote the development of basic skills and opportunities for social interaction. Use them in informal activities in competition with people. Also to develop skills and understanding of the concepts of teamwork, attack, defence and use of space in the form of experimentation/exploration to develop skills and understanding.
- 3) Fitness activities, including the development of the health-related fitness components of endurance (aerobic and anaerobic), strength, flexibility, body composition, and the development of the skill-related fitness components of speed, agility, balance and coordination.
- 4) Gymnastics and Rhythmic Movement Activities, including floor exercises, gymnastics equipment, appreciation of the aesthetic and artistic qualities of movement, creative and folk dances. The concept of

movement relates to the exploration of movement with the body in space, the dynamics of movement change and the implications of movement in relation to other people and / or one's own environment.

- 5) Water activities, includes competence and confidence when learners are near, under and on the water. Provides unique opportunities for teaching styles of swimming (backstroke, freestyle, breaststroke and butterfly) as well as providing opportunities for fun in the water and other aspects of water sports including water sports rescue.
- 6) Health, including; personal and environmental hygiene, healthy eating and drinking, dealing with minor injuries, reproductive hygiene, infectious diseases, avoiding the dangers of drugs, psychotropic substances, promiscuous sex, first aid and the dangers of HIV/AIDS.

#### **2.4 Benefits of Physical Education**

As there are many ways of understanding or defining sports, games and physical education, and it is sometimes difficult to clearly distinguish between the three, it is natural that the state now expects the development of widespread sports among children, because the functions and benefits of sports are very broad for people, especially for children. Sports activities in the country often teach sportsmanship, responsibility, discipline, courage and fair play. The development of sport, which is very fast at this time, deserves to be understood by everyone who moves or is involved in the activities of physical education olahraga.

One of them is the news that says that physical fitness is the radiance of new youth. It's a way to save yourself from a life of fast food, beer, inactivity and make you look and feel healthy. From the above understanding, the health of sport can be clearly seen, because if children do not like to exercise, it is impossible to eat unhealthy food, like drinking beer, it will affect the character of the child itself.

Physical education and sport means stimulating the body's organs so that they function better and the body remains physically healthy. Direct effects that can be seen and felt after regular and continuous active participation can improve and maintain physical aspects such as strength, agility, endurance, speed, flexibility, etc. In other words, by exercising, health and physical fitness can be improved and maintained so that daily tasks or activities can be carried out properly and without significant fatigue. More importantly, people who are healthy and physically fresh recover more quickly from fatigue than people who do not exercise.

#### **2.5 Physical Education Issues in Early Childhood**

The importance of early childhood education has many barriers to implementation in Indonesia, ranging from learning aspects, facilities, social conditions to government regulations that pay less attention to early childhood education.

##### **a. Learning aspects**

The educational process should be influenced not only by physical, biological and psychological aspects, but also by aspects of the geographical environment. This implies the development of learning experiences that contain educational values, the implementation of learning approaches and the application of appropriate learning models.

In implementing the curriculum, teachers often force children to engage in physical activities that are not in line with their physical abilities at an early age (Alim, 2016). Such actions by teachers are a violation of the principle of developmentally appropriate practice because the results obtained will endanger the physical health of children in the future.

All the problems in the physical learning aspect result in not achieving the curriculum objectives that require active body movements in children as well as an increase in cognitive, affective and psychomotor skills.

##### **b. Facility**

Effective sports activities need to be supported by adequate facilities, but the problem of early childhood education facilities currently shows a lack of play facilities for children (An et al., 2016). As a result, children's interest in physical activity is minimal, making it very difficult to achieve physical fitness in early childhood.

##### **c. Social Circumstances**

The current social situation that becomes a problem in the application of physical education in early childhood education is the emergence of people's habits to live instantly, thus reducing movement activities (Satya Yoga, Suarmini, & Prabowo, 2015). This is caused by various conveniences in performing daily activities, supported by changes in living standards, use of communication technology and automatic transportation, so that children who should play instead tend to be silent and eliminate physical activity in their daily activities.

### 3. RESEARCH METHODS

In this research, the library research method was used. This is research that is conducted by taking information from scientific books and writings related to the discussion and what is being done. Literature study is a theoretical study, references and other scientific literature related to culture and values and norms that develop in the social situation under study to obtain empirical truth. The data used in this research are general books related to the material being studied, written documents and articles taken from national journals.

### 4. RESULTS AND DISCUSSION

The delivery of education is inextricably linked to the role of the teacher. A teacher is someone who is dedicated to teaching, educating, guiding and training students to understand the knowledge that has been taught. This is in line with the view (Safitri, 2019) that a professional educator who educates, teaches knowledge, trains, directs, provides assessment and evaluates students. Teachers do not just deliver material, but more than that, teachers are said to be at the centre of the learning process. The teacher is the organiser as well as the actor in the teaching-learning process and is able to make learning more effective and interesting so that the subject matter delivered motivates students to learn the material. Effective learning can be applied to any subject, one of which is Physical Education.

Physical education is a subject that is often put aside by some teachers because PJOK is more practice than theory, so teachers themselves sometimes cannot classify the material and theory of physical education, health and sports. Therefore, it is necessary to analyse PJOK material for primary school level in order to train professional educators so that they can raise quality students. This study will analyse the nature of physical education, the purpose of physical education and the scope of physical education, sports and health materials at the elementary level.

Currently, the structure of the physical education curriculum implemented in primary schools refers to Permendikbud No. 37 of 2018 on core competencies and basic competencies of instruction in the 2013 curriculum in primary and secondary education, which includes several scopes of learning materials. The scope of physical education learning materials includes basic movements, games and/or sports, physical fitness and health. The basic physical fitness skills are taught from Grade II to Grade VI. To develop learners' basic movements in primary school, teachers can design learning through simple games or traditional games. Through games, pupils are expected to gain experience of movement, which will provide a foundation for learning more complex movements. The aim of physical education is to ensure that students, as members of society, not only know about health, but also have the skills to be physically active in order to enjoy the benefits of a healthy body. It is not surprising that health material is a very important part to be taught to students, starting from personal health to the maintenance of reproductive organs.

The importance of physical education, sports and health for Indonesia is that the next generation of the nation can advance the Indonesian state in the eyes of the world without eliminating the nation's identity by laying the foundation of national character so that students become people who are faithful and devoted to God Almighty, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Efforts to prepare early childhood to face the challenges of the times must be done through meaningful education, which can be interpreted as learning in accordance with the circumstances of society so that the results of learning can be applied in daily activities. The dimensions of the development of early childhood skills include cognitive, affective and psychomotor skills, all of which must be indicators in setting learning objectives.

The link with early childhood physical education is that learning activities must be aimed at increasing the sense of belonging of early childhood through educational games, because early childhood physical education is not aimed at developing knowledge of theories or concepts about health, but rather at shaping the character of children who have social care.

Cognitive ability is widely recognized as a crucial indicator of child development and serves as a benchmark for assessing it. It can be understood that the cognitive aspect is related to reasoning or thinking processes, specifically the brain's ability and activity in developing rational abilities.

The development of the affective dimension in early childhood is considered crucial as it supports the integration of knowledge and attitudes that enable children to face the challenges of the times. According to Aryani (2015), good character is necessary for effectively applying a child's intelligence in everyday life. The development of the affective dimension in early childhood is considered crucial as it supports the integration of knowledge and attitudes that enable children to face the challenges of the times. The development of the affective

dimension in early childhood is considered crucial as it supports the integration of knowledge and attitudes that enable children to face the challenges of the times. It is believed that the development of affective abilities supports the development of cognitive abilities.

The development of psychomotor skills is closely related to children's body movements during the learning process. According to previous research conducted by An et al. (2016), physical education in early childhood is perceived by teachers as the presence of body movements. The results of this study suggest that physical learning activities in early childhood are always aimed at promoting children's body movements.

In early childhood physical education, it is recommended that the psychomotor dimension is tailored to the child's growth stage, rather than focusing solely on sports-related activities. It is advisable for teachers to avoid imposing gestures on children during physical learning.

## 5. CONCLUSION

Physical education aims to contribute to the overall development of learners through an educational process that utilizes physical activity to produce holistic changes in individual quality, including physical, mental, and emotional aspects. In the field of physical education, the scope and sequence of learning materials are based on the Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum for Primary and Secondary Education, as outlined in Permendikbud No. 37 of 2018.

In the field of physical education, the scope and sequence of learning materials are based on the Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum for Primary and Secondary Education, as outlined in Permendikbud No. 37 of 2018. The subject places great emphasis on the development of fundamental movements. Basic movements are developed through various activities, including games, sports, and physical fitness, as well as health education. The scope and sequence of physical fitness materials taught in elementary schools include understanding the practice of balanced, flexible, strong, agile, and endurance movements in the context of developing physical fitness through simple and traditional games.

The scope and sequence of games and/or materials includes the practice of basic locomotor, non-locomotor, and manipulative movements in accordance with the concepts of body, space, effort, and connectedness in various forms of simple and traditional games. The text adheres to the characteristics of clear, objective language, conventional structure, formal register, and precise word choice. The sentences have been restructured to ensure a logical flow of information with causal connections between statements. The text is free from grammatical errors, spelling mistakes, and punctuation errors. The text explores the practice of modifying or adapting basic movements, such as walking, running, jumping, and throwing, through traditional or modified sports/games.

The health materials cover a range of topics, including personal hygiene, environmental cleanliness, nutrition, injury management, and body parts. The text adheres to conventional structure and formatting, including consistent citation and footnote style. To fully understand the importance of maintaining personal and public health, it is necessary to be aware of the potential risks associated with smoking, alcohol, narcotics, drugs, and dangerous drugs. Furthermore, it is crucial to recognize the significance of reproductive hygiene.

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