

Exploration of PJOK Teachers' Understanding and Perception of Physical Literacy in Physical Education Learning

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Abstract

Physical literacy is an important concept in the learning of Physical Education, Sports, and Health (PJOK) because it places physical activity not only as the mastery of movement skills, but also as a process of forming motivation, confidence, knowledge, attitudes, and habits of active life throughout life. This study aims to analyze PJOK teachers' understanding and perception of physical literacy and interpret how the concept is applied in physical education learning. The research uses a descriptive qualitative approach with a case study design. The research participants consisted of nine PJOK teachers, namely six teachers from SMPN 1 Kempo and three teachers from SDN 2 Cakranegara, who were selected purposively. Data were collected through semi-structured interviews, observations, and documentation, then analyzed interactively through data reduction, data presentation, thematic categorization, and conclusion drawn. The results of the study show that teachers have a positive understanding of physical literacy as the ability to move competently supported by motivation, confidence, knowledge about the benefits of physical activity, and active participation. Teachers view physical literacy as relevant to be applied in PJOK because it can increase student involvement, courage to try, cooperation, sportsmanship, and awareness of a healthy lifestyle. The implementation of physical literacy is seen through modified games, active learning, group activities, motivation, learning reflection, and assessments that include skills, attitudes, participation, and cooperation. However, its implementation is not fully optimal due to limitations in infrastructure, learning time, differences in students' abilities, and teachers' lack of strong understanding of physical literacy assessment. This study concludes that physical literacy has the potential to be an important orientation in strengthening PJOK learning but requires facility support, continuous training, and more systematic assessment guidance.

Keywords: physical literacy; PJOK teachers; teacher perception, physical education; learning.

INTRODUCTION

Physical Education, Sports, and Health (PJOK) have a strategic position in forming students who are healthy, active, confident, and able to make physical activity part of a lifelong lifestyle. In the development of contemporary physical education studies, the goal of PJOK is no longer only directed at mastering sports techniques or improving physical fitness, but also at the formation of meaningful movement experiences, motivation for activities, self-confidence, understanding of the benefits of physical activity, and the ability to actively participate in various life contexts. This perspective is in line with the concept of physical literacy, which emphasizes the relationship between movement competence, motivation, self-confidence, knowledge, understanding, and participation in physical activities throughout life (Belton et al., 2022; E. Durden-Myers & Bartle, 2023; Li et al., 2022; Tang et al., 2023).

In the context of schools, physical literacy is an important foundation for strengthening the quality of PJOK learning because it provides direction that physical activities must be developed holistically, not just as physical exercises. Recent research shows that physical literacy is related to the participation of physical activities, fitness, psychological well-being, mental health, life satisfaction, and the formation of active living behaviors in children, adolescents, and students

(Galán-Arroyo et al., 2024; Y. Liu et al., 2024; Ma et al., 2021; Mayordomo-Pinilla et al., 2025; Nezondet et al., 2023; Valle-Muñoz et al., 2025). Therefore, schools are an important space to instill physical literacy from an early age through learning that is fun, inclusive, adaptive, and oriented towards the overall development of students (Grauduszus et al., 2024; Vieira et al., 2025; Weir et al., 2024).

Although physical literacy is increasingly studied in the international literature, its implementation in PJOK learning still faces various problems. One of the main problems is the uneven understanding of teachers' understanding of the meaning of physical literacy. In learning practice, teachers still often interpret the success of PJOK based on students' ability to perform sports skills, follow instructions, or achieve certain fitness standards. In fact, physical literacy requires the involvement of physical, cognitive, affective, and social aspects in an integrated manner. Previous studies have shown that teachers can have difficulty understanding, translating, and integrating physical literacy into concrete learning practices (Christodoulides et al., 2025; Irmansyah, Syarifoeuddin, et al., 2025; Rutkauskaite et al., 2024; Uljas et al., 2022; Yin et al., 2024).

This problem is also seen in the context of this study. Based on the initial research manuscript, PJOK learning at SMPN 1 Kempo and SDN 2 Cakranegara has shown efforts to develop movement activities, modification games, cooperation, and student motivation. However, the application of physical literacy is not fully optimal because there is still limited infrastructure, limited learning time, variations in student abilities, and teachers' needs for improving competencies, especially in understanding the concept and assessment of physical literacy. This condition shows that there is a gap between the ideals of physical literacy as a holistic approach and the reality of PJOK learning in schools.

Various studies offer solutions to strengthen the application of physical literacy in physical education. The physical-literacy-enriched physical education approach emphasizes that PJOK needs to enrich students' learning experiences through activities that provide space for successful movement, decision-making, personal meaning, and active participation (E. Durden-Myers & Bartle, 2023). Game-based learning models, traditional games, project-based learning, sport education models, and personal-social responsibility approaches are also considered to be able to internalize physical literacy through active, collaborative, and meaningful learning experiences (Arifin et al., 2025; Çinar & Hassani, 2026; Irmansyah et al., 2026; W. Liu et al., 2025; Prabowo et al., 2023; Xie et al., 2025).

In addition, the literature emphasizes the importance of strengthening teacher competence. Continuous professional development has been shown to play a role in improving teachers' ability to design learning that supports students' motivation, enjoyment, participation, and perception of physical literacy (Sum et al., 2022). Other studies also emphasize the need for teacher training, assessment instruments, and learning frameworks that can help teachers assess physical literacy more comprehensively, not only in terms of movement skills, but also knowledge, motivation, confidence, and student participation (Essiet et al., 2021; Jean de Dieu & Zhou, 2021; Sepahvand et al., 2025; Shearer et al., 2021).

Although various solutions have been offered, there are still important gaps in the context of implementation in Indonesian schools. Most physical literacy research focuses on instrument development, measurement of students' physical literacy levels, physical activity interventions, or the relationship of physical literacy to health and fitness variables (Alipour-Anbarani et al., 2023; Grauduszus et al., 2023; Mota et al., 2022; Nur et al., 2025; Permana et al., 2023; Vuletic et al., 2023).

Studies that specifically explore the understanding and perception of PJOK teachers as the main implementers of learning still need to be expanded, especially in the context of schools with different characteristics of learning levels, facilities, and conditions. In fact, teachers' understanding and perception determine how the concept of physical literacy is translated into learning goals, strategies, activities, evaluations, and reflections.

Based on this background, this study aims to analyze PJOK teachers' understanding and perception of physical literacy in physical education learning. This study is directed to describe how teachers interpret the concept of physical literacy, how teachers view the relevance of its application in PJOK, and factors that affect its implementation in schools. The novelty of this research lies in the exploration of PJOK teachers' understanding and perception of physical literacy in the context of two schools with different characteristics, namely SMPN 1 Kempo and SDN 2 Cakranegara. This research not only examines physical literacy as a theoretical concept, but also relates it to learning practices, limited facilities, teacher readiness, modification strategies, and the need for continuous training. The scope of the research is limited to a descriptive qualitative approach by involving nine PJOK teachers as research subjects. The focus of the research is teachers' experiences, understanding, perceptions, and practices in integrating physical literacy into PJOK learning, not on quantitative measurement of students' physical literacy levels.

METHODS

Research design

This study uses a descriptive qualitative approach with a case study design. The qualitative approach was chosen because this research aims to deeply understand the understanding, perception, experience, and practice of PJOK teachers in integrating physical literacy into physical education learning. Relevant qualitative design is used to explore the subjective meaning built by participants based on teaching experience, interaction with students, and real conditions of learning in schools. Previous studies on physical literacy have also used a lot of qualitative approaches, case studies, and perception exploration to understand how the concept of physical literacy is interpreted by teachers, prospective teachers, trainers, and physical education stakeholders (Belton et al., 2022; Curovic & Grecic, 2025; Irmansyah, Syah, et al., 2025; Uljas et al., 2022; Vieira et al., 2025).

The design of the case study was used because this study focuses on a specific context, namely the understanding and perception of PJOK teachers in two schools. The case study allows researchers to examine the phenomenon contextually, especially when the boundaries between the concepts of physical literacy, learning practices, teacher readiness, and school conditions cannot be separated simply. Thus, this study is not directed to generalize the findings statistically, but to provide an in-depth understanding of how physical literacy is understood, accepted, and applied in PJOK learning practices.

Location and research participants

The research was carried out at SMPN 1 Kempo and SDN 2 Cakranegara. Both schools were chosen because they actively carry out PJOK learning and have different learning characteristics, both in terms of education level, student conditions, and availability of infrastructure. These differences in characteristics provide an opportunity for researchers to obtain a richer picture of teachers' understanding and perception of physical literacy. The research participants consisted of nine PJOK teachers, namely six teachers from SMPN 1 Kempo and three teachers from SDN 2 Cakranegara. The selection of participants was carried out by purposive sampling by considering

several criteria, namely: (1) having the status of an active PJOK teacher, (2) having experience teaching PJOK, (3) being directly involved in the planning and implementation of learning, and (4) willing to provide information through interviews and observations. The strategy of selecting participants purposively is considered appropriate because qualitative research requires informants who have direct experience of the phenomenon being studied, namely PJOK learning and the application of physical literacy elements in schools (Christodoulides et al., 2025; Uljas et al., 2022).

Research instruments

The main instrument in this study is the researcher himself, while the supporting instruments are in the form of semi-structured interview guidelines, observation sheets, and documentation guidelines. The interview guidelines are prepared to explore several main aspects, including teachers' initial understanding of PJOK, learning objectives, learning practices, development of non-physical aspects, introduction to physical literacy, perception of the relevance of physical literacy, benefits, teacher readiness, planning, implementation, evaluation, obstacles, teachers' efforts, self-development, reflection, and expectations for PJOK learning.

Observation sheets are used to record the implementation of learning in the field, student involvement, learning strategies, forms of physical activity, teacher-student interaction, and how teachers provide motivation, feedback, and evaluation. Documentation is used to complete interview and observation data, especially related to learning tools, activity notes, and other relevant supporting evidence. The use of these instruments aims to obtain more comprehensive data and increase the depth of analysis, as recommended in qualitative studies on physical literacy and physical education (Hebinck et al., 2023; Petrushevski et al., 2024).

Data collection techniques

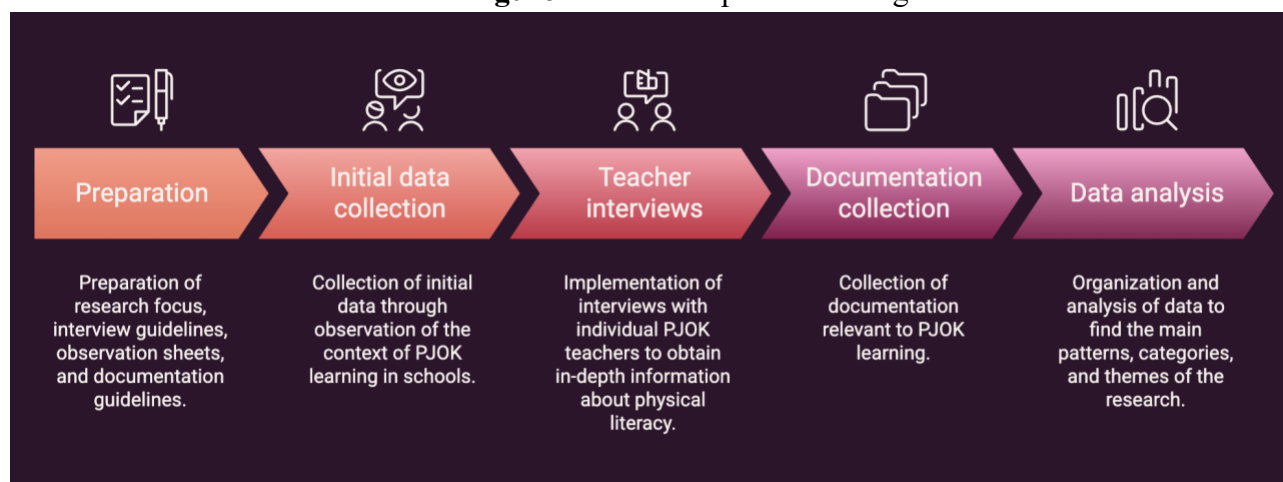
Data were collected through three main techniques, namely semi-structured interviews, observations, and documentation. Semi-structured interviews were conducted with nine PJOK teachers to explore their views on the concept of physical literacy, its application in learning, perceived benefits, obstacles faced, and teachers' professional development needs. The semi-structured form was chosen so that the researcher has a systematic framework of questions but still provides space for participants to explain their experiences and views openly. Observations were conducted to see the suitability between the teacher's statements in the interview and the learning practice in the field. The focus of observation included the learning flow, the use of modified games or activities, student involvement, the development of motivation and confidence aspects, and the form of assessment used by the teacher. Documentation was used to reinforce the results of interviews and observations, especially related to learning planning tools, evaluation notes, and other supporting documents. These diverse data collection techniques are in line with the physical literacy research approach that emphasizes the importance of understanding learning practices, perceptions, and contexts in an integrated manner (Irmansyah et al., 2021; Rutkauskaite et al., 2024).

Research procedure

The research procedure is carried out through several stages. The first stage is preparation, including the preparation of research focus, the development of interview guidelines, observation sheets, and documentation guidelines. The second stage is the collection of initial data through observation of the context of PJOK learning in schools. The third stage is the implementation of interviews with individual PJOK teachers to obtain in-depth information about their understanding and perception of physical literacy. The fourth stage is the collection of documentation relevant to

PJOK learning. The fifth stage is the organization and analysis of data to find the main patterns, categories, and themes of the research.

Figure 1. Research procedure stages



Data analysis techniques

Data was analyzed using an interactive analysis model that included data reduction, data presentation, and conclusion drawn. At the data reduction stage, the results of interviews, observations, and documentation were selected, simplified, and coded based on the research focus. The initial codes were then grouped into categories, such as the meaning of PJOK, understanding of physical literacy, teacher perception, learning implementation, obstacles, and teacher development needs. At the data presentation stage, the results of the analysis were compiled in the form of narrative descriptions and thematic tables so that the relationships between categories could be seen systematically. At the conclusion drawing stage, the researcher interpreted the meaning of the findings by connecting them to the concept of physical literacy and previous research results. The analysis was carried out inductively, namely the research themes were built from field data, not determined completely from the beginning. This approach is in accordance with the character of qualitative research that aims to find the meaning of the participants' experiences. In the context of physical literacy research, inductive analysis is important because teachers' understanding of this concept can vary depending on PJOK's teaching experience, training, school facilities, and learning culture.

Data validity

The validity of the data was maintained through source triangulation, technique triangulation, and re-checking of findings. Source triangulation was carried out by comparing data from nine PJOK teachers. Technical triangulation was carried out by comparing the results of interviews, observations, and documentation. In addition, the researcher conducted repeated readings of the data to ensure that the themes that emerged truly reflected the participants' experiences. This strategy was used to increase the credibility, dependability, and confirmability of the research results.

RESULTS.

Data analysis was carried out on the results of interviews with nine PJOK teachers from SMPN 1 Kempo and SDN 2 Cakranegara. The data was analyzed through the process of reduction, coding, categorization, and theme withdrawal. The results of the analysis showed that PJOK teachers' understanding and perception of physical literacy can be grouped into five main themes, namely: (1) the meaning of PJOK as a holistic education, (2) teachers' understanding of physical literacy, (3)

teachers' perceptions of the relevance and benefits of physical literacy, (4) the implementation of physical literacy in PJOK learning, and (5) obstacles and teacher development needs.

Table 1. Summary of themes, categories, and research findings

Theme	Finding Category	Summary of Results
The Meaning of PJOK as Holistic Education	Physical, mental, social, character	Teachers view PJOK not only as focusing on sports skills, but also on knowledge, attitude, discipline, cooperation, confidence, and healthy living habits.
Understanding physical literacy	Movement competence, motivation, confidence, knowledge	Most teachers understand physical literacy as the ability to actively move confidently, be motivated, understand the benefits of physical activity, and build active living habits.
Perception of relevance and benefits	Participation, self-confidence, active lifestyle	Teachers consider physical literacy to be relevant because it can increase student participation, foster confidence, and get students used to being active at school and outside of school.
Implementation in learning	Game modification, active learning, motivation, process assessment	Implementation can be seen through simple games, <i>small games</i> , traditional games, group learning, motivation, reflection, and assessment of attitudes, participation, cooperation, and skills.
Development barriers and needs	Facilities, time, variety of methods, physical literacy assessment	The main obstacles include limited facilities, learning time, differences in students' abilities, and teachers' lack of optimal understanding of physical literacy assessment.

The meaning of pjok as holistic education

The first findings showed that PJOK teachers no longer interpreted physical education narrowly as learning sports techniques alone. Almost all participants stated that the important abilities in PJOK include movement skills, knowledge, attitude, confidence, cooperation, responsibility, sportsmanship, and healthy living habits. Teachers placed the physical aspect as an important part, but not the only learning goal. One of the teachers stated that PJOK must be balanced between skills, knowledge, and attitudes. This view is reinforced by the statement of another teacher that "if it is only physical, it will be training athletes, not educating through sports." This statement shows the awareness that PJOK has a broader educational function, namely forming students through movement experiences. At the planning stage, most teachers develop learning objectives by referring to the curriculum, then adjust them to the student's condition and teaching experience. Learning objectives are not only directed at the achievement of movement skills but also begin to include mental and social aspects. For example, in large ball game material, teachers not only target students to be able to do basic techniques, but also dare to try, work together in groups, appreciate friends, and show sportsmanship.

Teachers' understanding of physical literacy

The results of the interviews showed that teachers have a relatively positive understanding of physical literacy, although the depth of understanding varies. Some teachers understand physical literacy as the ability to move competently, be motivated, be confident, understand the benefits of physical activity, and be willing to participate in physical activity throughout life. This understanding is seen in the teacher's statement that physical literacy includes "being competent in movement, understanding the benefits, willing to do it, and confident when moving in any situation."

However, there is a variation in understanding between participants. Some teachers have been able to distinguish physical literacy from regular PJOK learning. According to them, regular PJOK learning tends to focus on the completeness of the material or sports techniques, while physical literacy emphasizes active living habits, pleasure of movement, self-confidence, and the sustainability

of physical activity outside of school hours. On the other hand, some teachers still state that they do not fully understand the components of physical literacy, especially regarding how to translate motivation and confidence into learning indicators and assessments. These findings show that physical literacy has begun to be recognized by teachers through training, seminars, MGMP, the internet, peer discussions, and learning experiences. However, teachers' understanding is still in the developing stage. Teachers have understood the general idea of physical literacy, but do not fully have a strong operational framework for designing, implementing, and assessing physical literacy systematically.

Teachers' perceptions of the relevance and benefits of physical literacy

All teachers have a positive perception of the application of physical literacy in PJOK learning. Teachers view this concept as relevant because students' conditions are diverse, both in terms of movement ability, motivation, confidence, and physical activity habits. Physical literacy is considered to help all students feel capable, not afraid to try, and not only participate in PJOK because of the demands of grades. Teachers also consider that physical literacy is important in dealing with changes in children's lifestyles. Some teachers said that children today are increasingly using gadgets and are less mobile. Therefore, PJOK learning needs to be directed to build awareness, motivation, and active habits, not just teaching sports techniques. Physical literacy is seen as an approach that can help students stay active even if they are not athletes.

The benefits of physical literacy that teachers most often mention are increased student participation, courage to try new movements, confidence, cooperation, discipline, and active living habits. Some teachers convey real changes to students, for example, students who were initially passive become more active, students who were shy became brave to perform, and students who previously avoided PJOK learning began to want to get involved when activities were packaged in a fun and non-stressful way.

Implementation of physical literacy in PJOK learning

The implementation of physical literacy in learning is seen through three main patterns. First, teachers use active learning based on practice, games, and activity modification. Learning generally begins with warm-ups, followed by brief explanations, core practices or games, cooling, and reflection. Activities that are often used include group games, small games, traditional games, demonstrations, gradual exercises, and modified games. This strategy was chosen because it makes students more enthusiastic, more mobile, and easier to engage even though they have different abilities.

Second, teachers integrate non-physical aspects in learning. Teachers provide praise, motivation, multi-level challenges, performance opportunities, duties as group leaders, role as referees, and group learning to foster confidence and responsibility. One of the teachers said that giving "specific praise" is more effective because students understand which parts of their movements are already good. This practice shows that teachers are starting to build a learning climate that supports the affective dimension of physical literacy.

Third, learning assessments are starting to be directed to broader aspects. Teachers not only assess movement skills, but also attitude, participation, discipline, cooperation, courage, and understanding of the material. Some teachers use process observation, oral quizzes, anecdotal notes, and brief reflections. However, teachers still have difficulty in assessing students' motivation, confidence, and changes in active behavior in a measurable manner. This shows that physical literacy assessment is one of the areas that still needs strengthening.

Barriers and needs for teacher development

The main obstacles in the implementation of physical literacy come from internal and external factors. Internal factors include the limited understanding of teachers about the concept of physical literacy, lack of variety in learning methods, difficulties in managing the classroom when the game is too active, and the lack of clarity on how to assess motivation and confidence aspects. Some teachers stated that concrete examples are still needed on how to design physical literacy-based learning and how to make appropriate assessment indicators. External factors include limited sports facilities, limited fields, inadequate equipment, short learning time, weather, and the use of the field for other school activities. These obstacles cause teachers to simplify activities, modify tools, or change learning places. Adaptive strategies carried out by teachers include the use of simple tools, used items, balloons, plastic balls, benches instead of balance tools, traditional games, learning in the hallway, and small group divisions.

Despite facing obstacles, teachers show a reflective attitude and a desire to improve. Teachers conduct self-evaluation after learning, improve time allocation, simplify instruction, replace fewer effective methods, discuss with peers, participate in training, and seek references through the internet, seminars, workshops, and MGMP. Teachers' expectations in the future are to improve facilities, practical training, learning model examples, assessment guides, and school support so that physical literacy-based PJOK learning can run more optimally.

DISCUSSION

The findings of this study show that PJOK teachers are beginning to interpret physical literacy as a broader concept than just mastering sports techniques. Rationally, this can be understood because the teacher's teaching experience shows that the success of PJOK learning is not only determined by students' ability to make movements, but also by the courage to try, motivation to participate in activities, the ability to work together, and awareness of the benefits of physical activity. This understanding is in line with the character of physical literacy which places physical competence, motivation, confidence, knowledge, and active participation as an interrelated unit (Belton et al., 2022; E. J. Durden-Myers et al., 2022; Li et al., 2022; Tang et al., 2023).

In the context of learning in schools, teachers use modified games, group activities, motivation, reflection, and process assessment as strategies to involve students more actively. Pedagogically, these choices are rational because students have different movement skills, confidence levels, and physical activity experiences. Fun and flexible activities allow students to experience movement success, reduce fear of failure, and build positive experiences with PJOK. This is important because positive affective experiences in physical activity are related to motivation, enjoyment, and sustainability of physical activity participation (Bührer et al., 2026; Ramer et al., 2021; Yan et al., 2023; Yücekaya et al., 2025).

The findings of this study support several previous research results that affirm that physical literacy needs to be developed through holistic PJOK learning, inclusive, and oriented towards student active participation. Study Irmansyah et al. (2021) shows that physical literacy in physical education culture in Indonesian elementary schools is closely related to movement experience, physical activity habituation, and the role of teachers in building the meaning of physical activity. These findings are also consistent with Durden-Myers dan Bartle (2023), which emphasizes the importance of physical-literacy-enriched physical education as an approach to enriching students' learning experiences through competence, motivation, confidence, and personal meaning.

The results of this study are also in line with studies showing that games, project-based learning, sport education models, and traditional games can be effective mediums for developing physical literacy because they encourage active engagement, social interaction, responsibility, and meaningful movement experiences (Arifin et al., 2025; Çinar & Hassani, 2026; Irmansyah et al., 2026; W. Liu et al., 2025; Prabowo et al., 2023; Xie et al., 2025). In this study, the teacher's strategy through simple games and activity modification shows the same direction, namely making PJOK a fun space for movement experiences, not just technical exercises.

However, there are differences with some previous studies. Irmansyah et al. (2025) found that many PJOK teachers still experience a misconception of physical literacy and tend to interpret it as fitness or physical skills alone. Christodoulides et al. (2025) It also shows that physical education teachers are not fully able to adopt physical literacy because there are still conceptual and pedagogical barriers. In this study, teachers showed a more positive understanding, but were still not fully strong in operational aspects, especially in the assessment of motivation, self-confidence, and active living habits. Thus, this study does not completely contradict previous studies but shows a transitional phase: teachers begin to accept the concept of physical literacy but still need support to apply it systematically.

Theoretically, the findings of this study reinforce the view that physical literacy is a multidimensional concept and develops throughout life. Physical literacy cannot be reduced to motor skills, because there are affective, cognitive, social, and behavioral dimensions that affect a person's involvement in physical activity (E. J. Durden-Myers et al., 2022; Grauduszus et al., 2023; Shearer et al., 2021). Therefore, when teachers assess student participation, attitudes, cooperation, courage, and understanding, the practice can be understood as the first step towards a more comprehensive physical literacy assessment.

The developmental interpretation of these findings suggests that physical literacy in PJOK needs to be positioned as a learning orientation, not just an additional material. This means that each PJOK activity needs to be designed to develop movement skills, an understanding of the benefits of physical activity, motivation to engage, and student confidence. This view is supported by a physical literacy model that emphasizes the importance of context, experience, and an individual's ability to participate in physical activity meaningfully (Belton et al., 2022; Bingham et al., 2025; Li et al., 2022). Thus, teachers act as facilitators of movement experiences that help students feel capable, enjoy activities, and build active habits.

The limitations of teachers in assessment can also be interpreted as a need for professional development. Several studies show that measuring physical literacy is still a challenge because it must cover the physical, affective, cognitive, and behavioral domains in an integrated manner (Essiet et al., 2021; Jean de Dieu & Zhou, 2021; Mota et al., 2022; Nur et al., 2025; Shearer et al., 2021). Therefore, it is not enough for teachers to understand the definition of physical literacy, but also to need practical instruments, observation indicators, and assessment rubrics that are appropriate to the school context. Practically, the findings of this study provide several important implications. First, PJOK teachers need to receive continuous training on physical literacy, especially related to learning planning, game-based activity development, motivation-building strategies, and multidimensional assessments. Teacher training has been proven to contribute to improving students' perception of physical literacy, motivation, and enjoyment in physical activity (Hernaiz-Sánchez et al., 2021; Sum et al., 2022; Yin et al., 2024).

Second, schools need to support the implementation of physical literacy through the provision of basic facilities, flexibility in the use of space, and policies that place PJOK as an important subject for student development. Learning environment support greatly determines the success of physical literacy promotion in schools (Grauduszus et al., 2024; Weir et al., 2024; Wessely et al., 2021). Third, teachers need to be directed to develop learning that not only pursues technical completeness, but also creates fun, inclusive, and meaningful movement experiences. Fourth, PJOK assessments need to be expanded from skills tests to process assessments that include participation, understanding, cooperation, motivation, and confidence. With this support, physical literacy can be the basis for strengthening PJOK to form students who are active, healthy, confident, and have lifelong physical activity habits.

CONCLUSION

This study shows that PJOK teachers at SMPN 1 Kempo and SDN 2 Cakranegara have a positive understanding and perception of the concept of physical literacy in physical education learning. Teachers no longer interpret PJOK only as learning sports skills, but also as an educational process that develops physical, mental, social, knowledge, attitude, confidence, and active life habits of students. Teachers understand physical literacy as the ability of students to move competently, be motivated, confident, understand the benefits of physical activity, and actively participate in physical activities. This concept is considered relevant to be applied in PJOK learning because it is in accordance with the needs of students who have diverse abilities, interests, motivations, and movement experiences. The implementation of physical literacy has been seen in learning practice using modified games, group activities, active learning, motivation, reflection, and assessment that are not only oriented towards movement skills, but also include students' attitudes, participation, cooperation, discipline, and courage. However, its implementation is not fully optimal because there are still obstacles in the form of limited facilities, learning time, differences in student abilities, and teachers' understanding of physical literacy assessments. Thus, physical literacy can be an important orientation in strengthening PJOK learning to form students who are healthy, active, confident, and have lifelong physical activity habits. For its implementation to be more optimal, school support, provision of adequate infrastructure, continuous teacher training, and the development of practical learning guidelines and physical literacy assessments according to the school context are needed.

RECOMMENDATION

Based on the results of the research, it is recommended that PJOK teachers continue to improve their understanding and skills in applying physical literacy more systematically in learning. Teachers need to design activities that not only emphasize movement skills, but also develop students' motivation, confidence, knowledge, cooperation, sportsmanship, and active life habits. Schools are expected to provide stronger support through the provision of adequate PJOK learning facilities and infrastructure, optimal time allocation, and policies that encourage fun and inclusive physical learning based on movement experiences. In addition, continuous training for PJOK teachers needs to focus on physical literacy-based learning strategies, modified games, active learning, and assessments that include physical, affective, cognitive, and social aspects. For future researchers, it is recommended to develop studies involving a wider number of participants, different levels of education, and quantitative or mixed approaches. Further research can also be directed at the development of learning

models and physical literacy assessment instruments that are practical, valid, and in accordance with the school context in Indonesia.

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