

## ASSISTING ELEMENTARY SCHOOL TEACHERS IN DESIGNING, IMPLEMENTING, AND EVALUATING PHYSICAL FITNESS LEARNING USING A PLAY-BASED APPROACH

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### Abstract

#### Keywords:

Learning,  
Physical Fitness,  
Play Based Approach,  
Elementary School

Elementary school teachers face difficulties in designing, implementing, and evaluating physical fitness lessons. This assisting activity aims to improve the competence of elementary school teachers in designing, implementing, and evaluating physical fitness lessons using a play-based approach. This community service activity takes the form of assisting elementary school teachers. The community service activity was conducted over three days, from 1 December to 3 December 2025. There were 18 elementary school teachers participating in the community service activity. The outputs of this activity were: (1) physical fitness learning modules, (2) learning tools, (3) guidelines for implementing and evaluating physical fitness learning, (4) tutorial videos, and (5) reports on the implementation of community service. The assisting activities that have been carried out have been able to overcome the problems faced by elementary school teachers, starting from difficulties to becoming easier in understanding how to design, implement, and evaluate physical fitness learning based on a play-based approach.

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### INTRODUCTION

Learning physical fitness in elementary school provides essential benefits for students' physical, cognitive, social, and emotional development. At the physical level, regular fitness activities help children develop fundamental components such as strength, endurance, flexibility, balance, and coordination, which support healthy growth and reduce the risk of obesity and lifestyle-related diseases at an early age. Physically active students tend to have better posture, stronger muscles and bones, and higher energy levels, enabling them to participate more actively in daily school and play activities.



Beyond physical health, physical fitness learning also contributes significantly to cognitive development and academic readiness. Movement-based activities stimulate brain function, improve blood circulation to the brain, and enhance students' concentration, memory, and problem-solving skills. When fitness learning is integrated with enjoyable and structured activities, students become more motivated, attentive, and ready to learn in other academic subjects. This makes physical fitness an important foundation for overall learning success in elementary school.

In addition, physical fitness education fosters social and emotional growth. Through group activities, games, and cooperative exercises, students learn values such as teamwork, discipline, fair play, responsibility, and self-confidence. Physical challenges help children manage emotions, build resilience, and develop a positive self-image. By introducing physical fitness early in elementary school, students are encouraged to adopt an active and healthy lifestyle that can continue into adolescence and adulthood, supporting lifelong well-being.

Physical fitness learning is a fundamental component of physical education in elementary schools, as it plays a crucial role in supporting students' physical development, health, and lifelong active lifestyles (Prasetyo, 2019; Lestari & Prasetyo, 2020). However, several studies indicate that many elementary school teachers still face challenges in designing, implementing, and evaluating physical fitness learning that is engaging, systematic, and developmentally appropriate for students (Ardiyanto & Pratama, 2021; Budiarti & Kurniawan, 2022). Learning activities often remain monotonous, teacher-centered, and less effective in fostering students' motivation and active participation. This matter must, of course, be a common concern. It is assumed that the success of student's learning depends on their family environment, social environment, and school environment. At school, teachers play an important role as facilitators for students in physical activity learning.

The game-based approach has been widely recognized as an effective strategy in physical education learning at the elementary school level because it aligns with children's characteristics, promotes enjoyment, and increases movement engagement (Mulyana & Ma'mun, 2018; Firmansyah, 2019; Hidayat & Suherman, 2021). Previous research shows that game-based physical education can improve students' physical fitness, learning motivation, and overall learning outcomes (Santoso & Hartono, 2020; Wicaksono & Pratomo, 2021). Despite its potential, many teachers have limited competence in applying game-based approaches, particularly in translating them into structured lesson designs and appropriate evaluation instruments (Pratama & Ardiyanto, 2021; Susanto & Kurniawan, 2022).

Several community service programs have emphasized the importance of teacher training, workshops, and mentoring to enhance teachers' pedagogical competence in physical education (Astuti & Firmansyah, 2020; Kurniawan & Lestari, 2023; Setiawan & Winarno, 2021). These studies highlight that sustainable assistance—rather than one-time training—is essential to ensure teachers' ability to consistently design, implement, and evaluate learning activities effectively (Nugroho & Winarno, 2022; Rahmawati & Suryadi, 2023).

Therefore, this community service program focuses on assisting elementary school teachers in designing, implementing, and evaluating physical fitness learning using a game-based approach. This program is expected to provide practical, applicable solutions to the challenges faced by partner schools and to improve the quality of

physical fitness learning that is active, enjoyable, and developmentally appropriate for elementary school students.

## LITERATURE REVIEW

Physical fitness learning is a core component of physical education in elementary schools, aiming to support students' physical development, health, and readiness for lifelong physical activity (Prasetyo, 2019). At the elementary level, physical education learning should be developmentally appropriate, student-centered, and oriented toward active participation (Suherman, 2018). However, studies indicate that physical fitness learning in schools is often implemented conventionally, focusing more on drill-based activities and less on meaningful engagement and enjoyment (Santoso & Hartono, 2020; Lestari & Prasetyo, 2020). This condition reduces students' motivation and limits the effectiveness of physical fitness outcomes.

The game-based approach has been widely recognized as an effective pedagogical strategy in elementary school physical education. This approach aligns with children's natural characteristics, such as the need for play, exploration, and enjoyment, while simultaneously developing physical fitness components (Mulyana & Ma'mun, 2018; Firmansyah, 2019). Game-based learning in physical education encourages active movement, cooperation, and intrinsic motivation, which positively affects students' physical fitness and learning outcomes (Hidayat & Suherman, 2021; Wicaksono & Pratomo, 2021). Moreover, the integration of games into physical fitness learning has been shown to improve students' participation, enthusiasm, and overall learning quality (Siregar & Hadi, 2019; Winarno & Firmansyah, 2020).

Despite the proven benefits of game-based learning, many elementary school teachers still experience difficulties in designing and implementing game-based physical fitness learning effectively. Teachers often lack the ability to translate theoretical concepts into structured lesson plans, learning activities, and assessment instruments (Budiarti & Kurniawan, 2022; Ardiyanto & Pratama, 2021). In addition, limited understanding of appropriate evaluation methods for physical fitness learning further constrains instructional effectiveness (Pratama & Ardiyanto, 2021; Susanto & Kurniawan, 2022). These challenges highlight the need for systematic support to enhance teachers' pedagogical competence.

Community service programs in the field of physical education have emphasized training, workshops, and mentoring as effective strategies to improve teacher competence. Previous studies show that workshops and training programs can enhance teachers' understanding of game-based physical education and physical fitness learning (Astuti & Firmansyah, 2020; Kurniawan & Lestari, 2023). However, several authors argue that one-time training is insufficient to ensure sustainable instructional change. Continuous mentoring and assistance are necessary to support teachers in designing, implementing, and evaluating learning in real classroom settings (Setiawan & Winarno, 2021; Nugroho & Winarno, 2022).

Further community service studies demonstrate that mentoring-based programs enable teachers to develop practical teaching skills, adapt learning activities to school contexts, and improve evaluation practices (Rahmawati & Suryadi, 2023; Yulianto & Lestari, 2023). Through structured assisting, teachers gain confidence and competence in delivering physical fitness learning that is active, enjoyable, and aligned with students' developmental characteristics.

Based on the reviewed literature, previous studies have confirmed the effectiveness of game-based learning and teacher training in physical education. However, limited studies have focused on comprehensive assisting programs that integrate lesson design, classroom implementation, and learning evaluation simultaneously within physical fitness learning contexts. Therefore, a community service program that provides systematic assisting for elementary school teachers in designing, implementing, and evaluating physical fitness learning using a game-based approach is highly relevant. Such a program is expected to address existing gaps and contribute to improving the quality and sustainability of physical education learning in elementary schools.

## METHOD

This community service program employed a participatory assisting approach, focusing on assisting elementary school teachers in designing, implementing, and evaluating physical fitness learning using a play-based approach. The program was conducted through a series of structured stages that emphasized active teacher involvement, practical application, and continuous reflection to ensure sustainable instructional improvement.

The participants of this program were elementary school teachers responsible for Physical Education at partner schools. The program was implemented in collaboration with selected elementary schools, which served as the setting for training, assisting activities, and classroom implementation. Teachers were involved as active participants throughout all stages of the program.

The community service program was carried out in three main stages (1) Preparation Stage. This stage included identifying teachers' needs and instructional challenges related to physical fitness learning, coordinating with partner schools, socializing the program objectives, and preparing learning materials and assisting instruments. Initial discussions were conducted to align the program with the school context and teachers' instructional conditions; (2) Implementation Stage The implementation stage consisted of workshops and hands-on training focused on the principles of play-based physical fitness learning. Teachers were guided to design lesson plans, learning activities, and assessment instruments based on a play-based approach. This stage also included teaching simulations, peer feedback, and classroom implementation in real teaching contexts, allowing teachers to apply the designed learning activities directly with students; (3) Evaluation and Reflection Stage Evaluation was conducted through assisting sessions that assisted teachers in assessing learning implementation, student engagement, and instructional effectiveness. Reflection and group discussions were held to identify challenges, share experiences, and formulate improvements for future learning practices.

Data were collected using observation, documentation, and reflective discussions. Observations focused on teachers' instructional practices during classroom implementation, while documentation included lesson plans, learning media, and activity records. Reflective discussions were conducted to capture teachers' perceptions, experiences, and professional development outcomes.

The outcomes of the community service program were evaluated qualitatively based on improvements in teachers' competence in designing, implementing, and evaluating play-based physical fitness learning. The results were used to assess program



effectiveness and to formulate recommendations for sustainable implementation in elementary school physical education.

## RESULT AND DISCUSSION

This community service activity was carried out in collaboration with elementary school teachers as partners. The community service activity was conducted over three days, from 1 December to 3 December 2025. There were 18 elementary school teachers participating in the community service activity from many elementary schools, such as: SDN Sukodermo Purwosari, SDI Baitut Taqwa Belung Buntaran, SDN 1 Kanigoro, SDN 1 Wonokerto, SDN 2 Selorejo, and SDN 8 Gedangan. The activities of planning, implementation, and evaluation can be broken down into nine stages, namely (1) problem identification; (2) programme coordination and socialisation, (3) development of learning tools; (4) workshop implementation; (5) learning design training, (6) teaching simulations and practice, (7) implementation in school, (8) learning evaluation assistance, and (9) reflection and discussion of implementation results. The results of problem identification show that elementary school teachers still experience limitations in planning, implementing, and evaluating physical fitness learning in a systematic and interesting manner. Learning tends to not optimally utilise a play-based approach and is not equipped with learning tools and evaluation instruments that are appropriate for the characteristics of the students.

Programme coordination and socialisation went well through intensive communication between the community service team and partner schools. Teachers gained a clear understanding of the objectives, stages, and outcomes of community service activities, showing enthusiasm and readiness to actively participate in the entire programme. At this stage, teachers successfully developed play-based physical fitness learning tools, including learning objectives, activity scenarios, learning media, and evaluation instruments. The tools produced were tailored to the conditions of the school and the characteristics of elementary school students.

The workshop provided teachers with a better understanding of the concept of physical fitness learning using a play-based approach. Teachers gained insight into the principles, benefits, and examples of active, safe, and enjoyable learning. Through learning design training, teachers are able to develop a variety of creative and structured game-based physical fitness activities. Teachers demonstrate improved ability in designing activities that integrate elements of fitness, games, and active student participation. The results of teaching simulations and practice show that teachers are able to implement the learning tools that have been developed. Teachers are more confident in managing the class, giving instructions, and facilitating play activities that support the achievement of physical fitness goals.

At the implementation stage in schools, physical fitness learning with a play-based approach can be carried out effectively. Students appear to be more active, enthusiastic, and engaged in learning, while teachers are able to carry out learning according to the plans that have been made. Learning evaluation assistance helps teachers assess the process and results of physical fitness learning. Teachers are now able to use simple evaluation tools to assess student engagement, motor skills, and fitness achievements in a more focused manner. The results of reflection and discussion show that teachers feel the real benefits of assisting activities, particularly in improving their professional and pedagogical competencies. Teachers also expressed their

commitment to continuously applying a play-based approach in physical fitness learning at school.



**Picture 1 Workshop with Elementary School Teachers**

The results of this community service program indicate that assisting elementary school teachers in designing, implementing, and evaluating physical fitness learning using a play-based approach effectively addressed the instructional challenges faced by teachers. The improvement in teachers' ability to develop lesson plans, conduct engaging learning activities, and apply appropriate evaluation methods demonstrates that structured assistance is essential for strengthening pedagogical competence in physical education. This finding supports previous studies highlighting that teacher capacity building through assisting is more effective than one-time training programs. With a good command, teachers find it easier to convey the material to students.

The increased effectiveness of learning implementation observed during classroom practice can be attributed to the suitability of the play-based approach for elementary school students. Play-based physical fitness activities align with children's developmental characteristics by emphasizing enjoyment, active participation, and meaningful movement experiences. As a result, students showed higher levels of engagement and enthusiasm during learning activities, indicating that play-based learning creates a positive learning environment that supports both physical fitness development and learning motivation.

Another important outcome of this program is the improvement in teachers' evaluation practices. Prior to the program, teachers experienced difficulties in assessing physical fitness learning outcomes comprehensively. Through assisting, teachers were able to apply simple and practical evaluation instruments focusing on process, participation, and basic physical fitness indicators. This improvement suggests that evaluation competence can be enhanced when teachers receive direct guidance and opportunities to reflect on their teaching practices.

The reflection and discussion sessions revealed that continuous assistance plays a crucial role in sustaining instructional improvement. Teachers reported increased confidence and readiness to apply play-based learning strategies independently. This finding reinforces the notion that community service programs should emphasize on going assisting and reflective practice to ensure long-term impact rather than short-term knowledge acquisition.

Despite these positive outcomes, this program also faced limitations, such as time constraints and variations in school facilities that influenced the implementation of learning activities. However, the adaptability of the play-based approach allowed teachers to modify activities according to available resources, demonstrating the flexibility of this approach in diverse school contexts.

Overall, the discussion highlights that assisting elementary school teachers through a systematic assisting program can significantly improve the quality of physical fitness learning. Integrating lesson design, classroom implementation, and evaluation within a play-based framework provides a comprehensive solution to common instructional challenges in elementary school physical education and contributes to more effective, engaging, and sustainable learning practices.

## CONCLUSION

The assisting program successfully enhanced elementary school teacher's competence in designing, implementing, and evaluating physical fitness lessons through a play-based approach. Conducted over three days and involving 18 teachers, the activity provided structured guidance and practical learning experiences supported by comprehensive outputs, including learning modules, instructional tools, implementation and evaluation guidelines, tutorial videos, and activity reports. The results indicate that the assisting activities effectively addressed the teachers' initial difficulties, enabling them to better understand and apply play-based physical fitness learning in their teaching practice. Overall, this community service program contributed positively to improving the quality and effectiveness of physical fitness instruction at the elementary school level.

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