



Obstacles for Physical Education Teachers in the Implementation of 7 Great Indonesian Children's Habits

Muhammad Khairul Tamami¹, Mashud^{*2}, Recky Ahmad Haffyandi³

¹²³Physical Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarbaru, South Kalimantan, Indonesia

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Abstract

This study aims to explore the obstacles experienced by physical education teachers in implementing exercise habits as part of the 7 Great Indonesian Children's Habits program at the elementary school level of Banjarbaru City. The research approach used is a mixed method with a sequential explanatory design, namely the collection of quantitative data first through a Likert scale questionnaire to 18 physical education teachers, then followed by in-depth interviews with 16 teachers who experienced the most dominant obstacles. The results of the quantitative analysis show that most of the 9 physical education teachers face obstacles in the medium category with a percentage 50%, with the main obstacles being a lack of facilities and facilities, low student participation, and lack of support from families. Meanwhile, qualitative data confirm that although teacher motivation is quite high, the implementation of monitoring sports activities and the use of supporting technology is still limited. The conclusions of this study emphasize the importance of collaboration between teachers, schools, parents, and the government in supporting the program. Efforts to increase teacher capacity through training, provision of adequate sports facilities, and the integration of sports habits into the curriculum and overall school culture are the main recommendations. The results of this research are expected to be used as a basis for consideration in designing strategic policies to strengthen character education through sustainable physical activities in the elementary school environment.

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*Corresponding email : mashud@ulm.ac.id

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INTRODUCTION

The government has issued a strategic policy to improve character education in educational units, as indicated in the Joint Circular Letter of the Minister of Education, Minister of Home Affairs, and Minister of Religion of the Republic of Indonesia Number 1 of 2025, Number 800.2.1/225/SJ and Number 1 of 2025. The theme of this circular is "Strengthening Character Education Through Habituation in the Education Unit", and this circular focuses on helping students make good habits. One of the main goals of this policy is the implementation of the 7 Great Indonesian Children's Habits. The goal is to build good character and create a learning culture that emphasizes the noble values of the nation (Lisnasari & Solin, 2025).

Implementing the 7 Habits of Great Indonesian Children in daily life is very important, such as waking up early, worshipping, exercising, eating healthy and nutritious, enjoying learning, socializing and sleeping early. Mendikdasmen emphasized the importance of these habits. The 7 Habits of Great Indonesian Children Movement program is intended to form children who are academically smart and have strong character, which will be the pillars of the nation's success in the future (Anwar & Mulya, 2025).

The Ministry of Education is committed to building a national education system that is oriented towards strengthening the nation's character by instilling eight main characteristics of the nation: religious, moral, healthy,

intelligent, creative, hard work, discipline, independent and useful. The Ministry of Education believes that the development of quality human resources must begin by instilling noble values in children from an early age. In order for the young generation to grow up to be honest people and have high social awareness, the noble values that are the foundation of their morals must be instilled from childhood (Astuti et al., 2022).

Indonesian children rely heavily on physical education to be active and healthy. Unfortunately, children's physical activity has declined in recent years. The results show that only 32% of Indonesian children meet the WHO recommendation of at least 60 minutes of moderate to vigorous physical activity every day (Putra et al., 2024). In order to increase students' physical activity, it is necessary to implement a movement. This initiative must be carried out through an approach based on full awareness, deep meaning, and a pleasant atmosphere. The physical activities undertaken must be able to foster self-confidence, motivate enthusiasm, and maintain consistency in efforts to achieve desired goals (Haffyandi et al., 2024). In fact, there are still elementary school students who are obese and consume unhealthy snacks at school, indicating that these habits have not been fully adopted by children in Indonesia. Additionally, most elementary school students do not meet the recommended daily physical activity standards and still lack proper nutrition and hygiene balance

(Latifah et al., 2024). Furthermore, the collaboration between parents and school authorities also plays a significant role in shaping children's character through the implementation of a healthy and active lifestyle. This is achieved through sports activities from an early age, both in the school environment and at home (Mashud et al., 2024).

Children's habits in the context of physical education are also greatly influenced by the role of the teacher and the learning model used. Children who have physical education teachers with high physical literacy skills tend to exercise more regularly and apply healthy habits at home (Hidasari et al., 2023). Through good physical education, it will make students to have physical literacy, who are happy and love physical activity (Mashud, 2018). Learning physical education, sports, and health not only focuses on mastering physical skills in sports activities, but also acts as a medium for building student character (Mashud et al., 2024). In learning physical education and sports, it also requires mastery of good mental skills so that children can achieve success in its implementation (Haffyandi et al., 2025).

The government wants the 7 Habits of Great Indonesian Children program to make children healthy, diligent in learning and good character. However, many children are still sedentary, obese and not used to healthy living. This program has not been running well because there are problems in schools, such as the lack of physical education and the role of teachers in

getting used to healthy living. Researchers hope the results of this study can help understand the obstacles, such as the lack of facilities, school support and student enthusiasm. The results are expected to be the basis for policies to improve physical education and character building through exercise habits, so that these habits can be applied continuously at school and outside school.

The problem of this program is seen from the obstacles of physical education teachers in implementing exercise habits as part of the 7 Habits of Great Indonesian Children Movement program from the new ministry at school. In addition, physical education teachers need cooperation with teachers at school, students and parents / guardians in implementing this exercise habit. So that this research focuses on the obstacles of physical education teachers in implementing exercise habits as part of the 7 habits of great Indonesian children.

The solution offered in this study is the importance of cooperation between teachers, schools, parents and the government to support sports habits in children. Physical education teachers need to be given training so that they can teach sports in a fun and easy-to-understand way. Schools must also provide sufficient sports facilities. In addition, healthy living habits such as exercise should be incorporated into school lessons and activities so that they become part of children's daily lives.

This research offers a novel contribution by focusing on analyzing the barriers faced by physical education teachers in implementing exercise habits

as part of the national 7 Habits of Great Indonesian Children program. The approach used is mixed methods with a sequential explanatory design, which allows in-depth exploration of the challenges in the field. Unlike previous studies that generally discuss character education or physical education separately, this study integrates both in the context of national policy implementation. To date, studies that specifically identify barriers from the perspective of physical education teachers at the primary school level, particularly in the Banjarbaru City area, are still very limited. Thus, the results of this study are expected to enrich the literature and become a strategic basis in bridging government policies with real practices in the primary education environment, especially in efforts to shape children's character through sustainable physical activity.

Based on the urgency of the 7 Habits of Great Indonesian Children Movement program and the problems that develop in the community. It is necessary to study more deeply the obstacles of physical education teachers in implementing exercise habits as part of the government program, namely realizing the 7 Habits Movement of Great Indonesian Children. Thus this study has the aim of knowing the various obstacles of physical education teachers in implementing exercise habits in educational units.

METHODS

The type of research used is a mixed research with quantitative and qualitative approaches using a sequential

explanatory design aimed at finding out the various obstacles of physical education teachers in implementing exercise habits in educational units. Sequential Explanatory is a research design that involves a research project in two phases. In the first phase, researchers collect quantitative data, analyze the findings, and then use the findings to plan the second phase, which includes qualitative data (Demaris et al., 2024).

Participants

The The subjects of this study were physical education teachers teaching at elementary schools in Banjarbaru City who had implemented or were attempting to implement exercise habits as part of the 7 Habits of Great Indonesian Children program. The population in this study was all physical education teachers teaching at elementary schools in Banjarbaru City.

Sampling Procedures

The sample from the population to be used for quantitative and qualitative data consists of 18 physical education teachers. The selection of the quantitative data sample of 18 physical education teachers was taken from physical education teachers teaching at the elementary school level in the city center, suburbs, and outskirts of the city with different subdistricts in Banjarbaru City. The selection of the qualitative data sample was taken from the quantitative data respondents, consisting of 16 physical education teachers, based on the results of data analysis indicating the most dominant or unique obstacles in

each indicator. The selection of participants for both quantitative and qualitative data was conducted using purposive sampling. The non-random sampling method known as purposive sampling allows researchers to ensure the selection of illustrations using criteria relevant to the research objectives, thereby aiming to address the research case (Lenaini, 2021).

Materials and Apparatus

The type of instrument used in this study used a likert scale questionnaire of 1-5 which amounted to 24 statements for quantitative data. The quantitative instrument here uses a questionnaire with a 5-point Likert Scale to measure the extent of the obstacles of physical education teachers in the form of:

Table 1. Questionnaire Table

No	Category	Shoes
1	Strongly agree	5
2	Agree	4
3	Disagree	3
4	Disagree	2
5	Strongly Disagree	1

To strengthen the results of the quantitative data, a qualitative approach in the form of a structured interview instrument will be used where the researcher prepares a list of questions that have been prepared, with the aim of understanding the obstacles from the physical education teacher's experience in applying exercise habits.

Procedures

The data collection procedure was collected in two stages, the first phase (quantitative data was collected by meeting directly with physical education

teachers at school, then giving questionnaires via WhatsApp to 18 physical education teachers and filled out based on their experiences). The results of the questionnaire were analyzed using a percentage calculation with a formula (Istiardi, 2021).

$$P = \frac{F}{N} \times 100\%$$

Information:

P = percentage

F = the frequency being searched

N = total number of frequencies

The next stage is the second phase (qualitative data collection through in-depth interviews with 16 physical education teachers based on the results of quantitative data analysis in the first phase, especially those who showed the lowest in each indicator.

Design or Data Analysis

This study uses an explanatory sequential mixed methods design. At the quantitative stage, the data was analyzed using descriptive statistics in the form of mean values, standard deviations (SD), and classified into five categories (very high, high, medium, low, very low) based on score interpretation norms.

Table 2. Assessment Norms

No	Interval	Category
1	$X > M + 1,5 \text{ SD}$	Very High
2	$M + 0.5 \text{ SD} < x < M + 1.5 \text{ SD}$	High
3	$M - 0.5 \text{ SD} < x < M + 0.5 \text{ SD}$	Medium
4	$M - 1.5 \text{ SD} < x < M + 0.5 \text{ SD}$	Low
5	$X < M - 1,5 \text{ SD}$	Very Low

(Pangastuti & Munfa'ati, 2018)

Qualitative data analysis uses a qualitative data analysis design Miles &

Huberman, (2019). which consists of several steps, namely; (1) Data reduction, (2) Data presentation, and (3) Conclusion drawn. This technique is used to identify patterns of obstacles and strategies used by teachers in dealing with obstacles to the implementation of exercise habits.

RESULT

The data from the results of the quantitative research was obtained from the results of a questionnaire on a likert scale of 1-5 which was distributed to 18 physical education teachers who teach at the elementary school level in Banjarbaru City. Each item was assessed based on 8 indicators that reflected barriers to implementing exercise habits.

The following are the results of quantitative data research using percentage analysis:

Table 4. Overall Percentage Results

Category	Interval	Frequency	Presentation
Very High	$X > 109.47$	1	6%
High	$99.78 < X < 109.47$	3	17%
Medium	$90.10 < X < 99.78$	9	50%
Low	$80.42 < X < 90.10$	4	22%
Very Low	$X < 80.42$	1	6%
TOTAL		18	100%

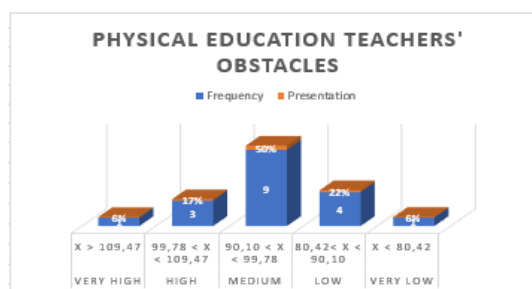


Figure 1. Presentation of Physical Education Teachers' Obstacles

Table 5. Results of Teacher Competency Percentage

Category	Interval	Frequency	Presentation
Very High	$X > 15.28$	5	28%
High	$13.84 < X < 15.28$	1	6%
Medium	$12.39 < X < 13.84$	10	56%
Low	$10.94 < X < 12.39$	1	6%
Very Low	$X < 10.94$	1	6%
TOTAL		18	100%

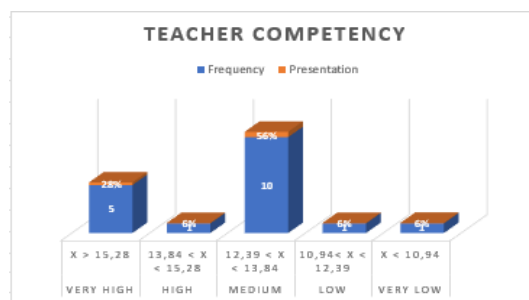


Figure 2. Presentation of Teacher Competency

Table 6. Results of Teacher Motivation Percentage

Category	Interval	Frequency	Presentation
Very High	$X > 15.95$	8	44%
High	$14.24 < X < 15.95$	1	6%
Medium	$12.54 < X < 14.24$	3	17%
Low	$10.83 < X < 12.54$	4	22%
Very Low	$X < 10.83$	2	11%
TOTAL		18	100%

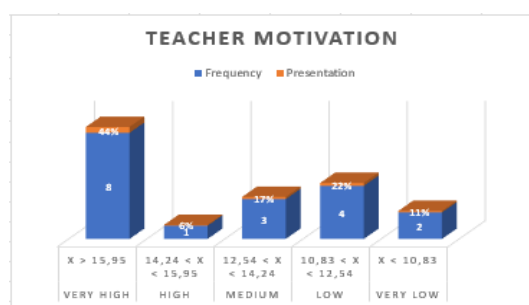


Figure 3. Teacher Motivation Presentation

Table 7. Student Participation Percentage Results

Category	Interval	Frequency	Presentation
Very High	$X > 14.87$	2	11%
High	$12.73 < X < 14.87$	4	22%
Medium	$10.60 < X < 12.73$	7	39%
Low	$8.47 < X < 10.60$	4	22%

Very Low	$X < 8,47$	1	6%
TOTAL		18	100%

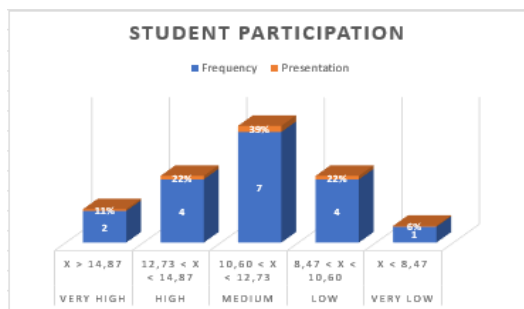


Figure 4. Percentage of Student Participation

Table 8. Family Support Results

Category	Interval	Frequency	Presentation
Very High	$X > 13,75$	2	11%
High	$12 < X < 13,75$	6	33%
Medium	$10,23 < X < 12$	5	28%
Low	$8,47 < X < 10,60$	5	28%
Very Low	$X < 8,47$	0	0%
TOTAL		18	100%

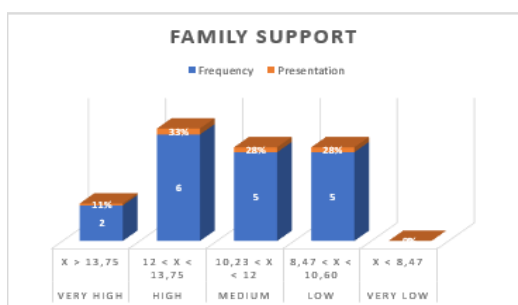


Figure 5. Family Support Percentage

Table 9. Results of Percentage of Facilities and Facilities

Category	Interval	Frequency	Presentation
Very High	$X > 15,32$	4	22%
High	$13,07 < X < 15,32$	3	17%
Medium	$10,82 < X < 13,07$	6	33%
Low	$8,57 < X < 10,82$	4	22%
Very Low	$X < 8,57$	1	6%
TOTAL		18	100%

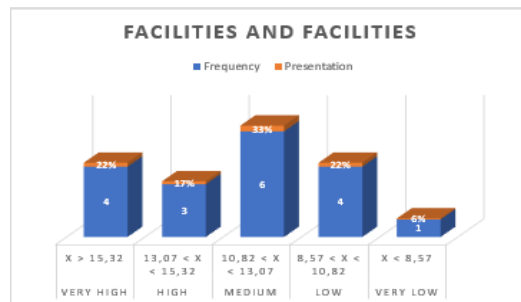


Figure 6. Percentage of Facilities and Facilities

Table 10. Results of Percentage of Curriculum and School Policy

Category	Interval	Frequency	Presentation
Very High	$X > 15,01$	3	17%
High	$12,56 < X < 15,01$	3	17%
Medium	$10,11 < X < 12,56$	7	39%
Low	$7,66 < X < 10,11$	5	28%
Very Low	$X < 7,66$	0	0%
TOTAL		18	100%

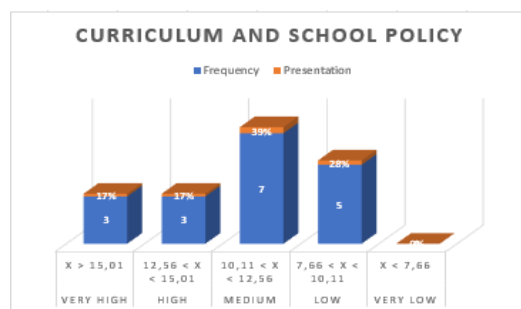


Figure 7. Percentage of School Curriculum and Policy

Table 11. Results of Evaluation and Monitoring

Category	Interval	Frequency	Presentation
Very High	$X > 13,58$	2	11%
High	$11,78 < X < 13,58$	4	22%
Medium	$9,99 < X < 11,78$	8	44%
Low	$8,20 < X < 9,99$	4	22%
Very Low	$X < 8,20$	0	0%
TOTAL		18	100%

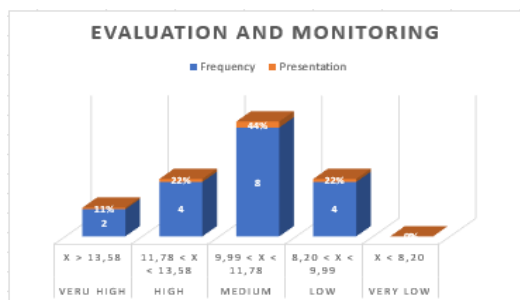


Figure 8. Percentage of Evaluation and Monitoring

Table 12. Results of Media Percentage and Supporting Technology

Category	Interval	Frequency	Presentation
Very High	$X > 14,67$	2	11%
High	$12,56 < X < 14,67$	4	22%
Medium	$10,44 < X < 12,56$	7	39%
Low	$8,33 < X < 10,44$	5	28%
Very Low	$X < 8,33$	0	0%
TOTAL		18	100%

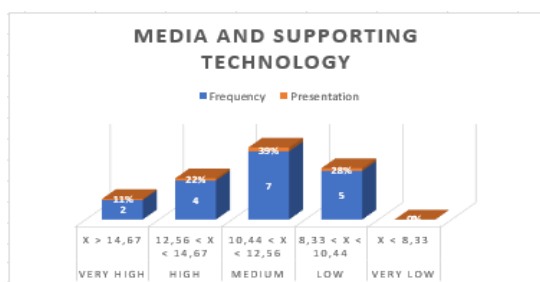


Figure 9. Percentage of Media and Supporting Technology

For the results of the qualitative data research involving 16 physical education teachers of elementary schools in Banjarbaru City from the results of quantitative data analysis in the first phase, especially those who showed the lowest in each indicator. The interviews were conducted in depth to explore the barriers from their experience in implementing exercise habits.

The “Teacher Competency” indicator shows that in the low and very low categories, there is one physical education teacher each, with a percentage of 6% in each category. This indicates that the dissemination of information about the program is quite good, although it has not

yet been systematically disseminated by official institutions. In line with the results of the interviews with Mr. C and T, who stated, “*Information about the ‘7 Habits of Great Indonesian Children’ program is already known to teachers, most of whom obtained it from the internet, and when the researcher distributed the questionnaire to the respondents.*” Additionally, the interview results also showed that teachers design physical education lessons using various creative strategies. Mr. C mentioned, “*By organizing exercises and establishing a futsal club outside of school hours,*” while Mr. T stated, “*Creating variations in physical education lessons to prevent students from getting bored.*”

Meanwhile, for the “Teacher Motivation” indicator, there are 4 people in the low category with a percentage of 22% and 2 people in the very low category with a percentage of 11%. The results of interviews with Mr. C and T show that they “*feel enthusiastic because sports are their hobby and favorite subject, even to the point of becoming their job.*” Mr. S, A, and Mrs. R also stated, “*We always feel motivated to continue guiding students in developing the habit of exercising.*” Mrs. A herself said, “*I feel motivated because children nowadays rarely move due to the influence of gadgets, and to make children more interested in moving, I direct them toward traditional games.*” This indicates that teachers continue to strive to demonstrate high motivation in guiding students to develop the habit of exercising.

The “Student Participation” indicator shows that 4 people are in the low category with a percentage of 22% and 1 person is in the very low category with a percentage of 6%. In an interview, Mr. C said, “*The students are easy to manage and not long-winded. The new physical education teacher was greeted by the students at the gate, and when the physical education teacher was not there, the students asked other teachers.*” Mr. T, S, F

and H also stated the same, *“All students are very enthusiastic and eager to participate in sports activities.”* This reflects that the sports habit-forming program has successfully increased students' interest in engaging in physical activities.

The “Family Support” indicator shows that 5 people are in the low category with a percentage of 28%. These results indicate that family support is already quite good, although it is not yet evenly distributed. In interviews with Mr. T and Mrs. R, they stated, *“Parents attend school meetings and support the program by helping to supervise their children's physical activities at home.”* Meanwhile, interviews with Mr. C, B, and Mrs. A revealed, *“Parents are very supportive, but some occasionally restrict their children's participation due to concerns about their physical condition.”*

In the “Facilities and facilities” indicator, there are 4 people in the low category with a percentage of 22% and 1 person in the very low category with a percentage of 6%. In line with interviews with Mrs. L, LN, and Mr. A, W, B stated, *“The field is insufficient to accommodate all students at the same time, but the sports equipment is adequate and sometimes uses previously modified equipment.”* The results of these interviews indicate that the condition of facilities and infrastructure remains severely limited, but the commitment of the teachers in implementing this program is highly commendable.

The “Curriculum and School Policy” indicator shows that 5 people are in the low category with a percentage of 28%. In interviews with Mr. S, B, W, and Mrs. L, they said, *“The lesson schedule that has been set up isn't difficult at all because it's organized properly, and the school is really supportive of making exercise a habit.”* However, Mr. L also stated, *“The rules at school are a bit*

challenging because students must wear covered clothing during physical education activities, such as long pants and long-sleeved shirts. The class schedule is not challenging, and the class hours still allow for healthy physical activity outdoors.” This indicates that most class schedules and school rules do not hinder the implementation of physical activity habits.

The “Evaluation and Mentoring” indicator shows that 4 people are in the low category with a percentage of 22%. Interviews with Mr. S, T, and H revealed that *“Usually, the principal and classroom teachers act as monitors for exercise habits, and there is also a questionnaire that students need to fill out at home.”* Mr. B himself mentioned, *“Some teachers have been assigned additional tasks to monitor certain extracurricular activities organized by the school, and the principal also acts as a monitor. However, the monitoring of the 7 habits was only implemented during the fasting month and is no longer in place.”* This indicates that monitoring has begun to be implemented effectively in some schools.

Finally, in the “Media and Supporting Technology” indicator, there were 5 people in the low category with a percentage of 28%. In an interview with Mr. T and Mr. A, they said, *“We usually use electronic and digital media to introduce material in line with the times.”* Meanwhile, Mr. S said, *“We usually use TV when introducing physical education material.”* Mrs. L also mentioned, *“We usually use a projector for introducing PJOK learning materials in the classroom.”* Additionally, Mr. L stated that *“Rarely, digital media and technology are only used during physical education lessons, such as gymnastics. For other practical materials, we usually go directly to the field.”* From the interview results, it is evident that the use of digital technology to support physical education practices is

still limited, and there is an uneven understanding among teachers regarding the use of digital technology in physical education instruction.

Based on the approach of Miles & Huberman, (2019) in the book “Qualitative Data Analysis: A Methods Sourcebook,” qualitative data analysis consists of three main stages that are interconnected: (1) Data reduction, (2) Data presentation, and (3) Drawing conclusions. The following is a complete analysis of the interview data of PJOK teachers based on these three stages.

1. Data Reduction

Data reduction is the process of summarizing, sorting, focusing, and abstracting raw data (interview transcripts) to obtain important information relevant to the research objectives. In this case, interviews with physical education teachers produced several main themes:

THEME	DATA REDUCTION
Knowledge about the 7 Habits program	The majority of teachers learned about it from the internet, WhatsApp Group, or when filling out questionnaires.
Physical education lesson plan	Including gymnastics, futsal club, and various learning methods.
Teachers' motivation to guide students	Teachers are enthusiastic and motivated because they see the students' enthusiasm.
Student response to physical education	Generally very enthusiastic, even eagerly awaiting the PJOK schedule.
Parental support	It varies, mostly supportive, some restrictive due to students' physical factors.
Availability of facilities & infrastructure	Many schools have limited space, but the equipment can be modified.
School schedule & rules	Generally supportive, although there are some issues with student attire.
Student monitoring system	Conducted through homework assignments, questionnaires, journals,

and monitoring by teachers/principals.

Usage & media
Used for material introduction, but not yet optimal in all schools.

2. Data Display

According to Miles & Huberman, data presentation is carried out through visual displays such as tables or matrices to facilitate thematic analysis and decision making. The following table shows a summary of the interview results based on indicators:

INDICATORS	MAJORITY RESPONSE OF TEACHERS
Program Knowledge	Learned from the Internet/WhatsApp Group/survey.
Physical education Lesson Plan	Gymnastics, futsal club, a variety of interesting learning methods.
Teacher Motivation	Very high, feels this is part of their interests and work.
Student Enthusiasm	Students are very enthusiastic and eagerly await physical education lessons.
Parental Support	Generally supportive, some restrict participation due to their children's physical limitations.
Facilities & infrastructure	Limited in terms of space and equipment, many modifications.
School schedule & rules	Schedule is not affected, minor restrictions on clothing.
Monitoring system	Using questionnaires, journals, homework assignments.
Use of digital technology	Used to a limited extent, mainly for introducing material.

3. Draw conclusions

- The level of awareness and motivation of physical education teachers towards sports habits is very high, influenced by personal backgrounds and student enthusiasm.
- Facilities and infrastructure remain a major obstacle, but teachers demonstrate flexibility by modifying tools and adapting the use of the field.
- Parental support is relatively good but uneven, depending on perceptions

and the physical condition of students.

- A student monitoring system is in place, but its implementation is not uniform and lacks integration.
- The use of technology is still minimal, limited by visualization needs and a lack of technological facilities in some schools.

DISCUSSION

Quantitative findings show that the majority of 9 physical education teachers are in the medium category with a percentage 50%, with the main obstacles found in facilities and facilities, student participation and family support. This finding was reinforced by qualitative data from interviews with physical education teachers, which revealed that limited sports facilities, low family involvement and lack of technology utilization were significant constraints. This finding indicates that although the program has begun to be adopted in learning practices, the number of structural and cultural constraints that are still inherent in the education unit environment.

One of the main constraints identified relates to the availability of supporting facilities and infrastructure. Findings from in-depth interviews show that most teachers face difficulties due to limited open areas or spaces for physical activities, inadequate sports equipment, and school environments that are not conducive to outdoor activities. Some teachers stated that they had to modify equipment or arrange for the alternating use of spaces to overcome existing

limitations. This issue reinforces the findings of (Mashud, 2018; Wijayanto et al., 2024), who stated that inadequate infrastructure is a chronic obstacle in physical education learning at the elementary level. In addition, research by Albar & Nugroho, (2024) also showed that the lack of adequate infrastructure in many schools hampered the implementation of program based on learning. Thus, the readiness of facilities and infrastructure remains a crucial factor that needs to be addressed to support the strengthening of an active lifestyle through sports in the school environment. Lack of facilities and limited time may limit teachers' ability to implement the program optimally (Hardiyono et al., 2021). The limitations of sports facilities and facilities such as, minimal equipment, narrow fields and inadequate room utilization will have a direct impact on the success of its implementation (Mashud et al., 2024).

Additionally, another obstacle arises from the level of student participation, which is also categorized as moderate. Although some students show enthusiasm for physical education lessons, their involvement in forming sustainable exercise habits remains low. Physical activity has not become part of students' daily routines, especially outside of school hours. The low frequency of physical education lessons and the lack of reinforcement of exercise habits at home also contribute to the low continuity of active behavior in children. This finding aligns with the results of Latifah et al. (2024), which states that the

low level of physical activity among elementary school students is a result of the lack of integration of sports into children's daily lives. The increased interest and participation of students is expected to enable them to develop motor skills as well as a positive attitude towards sports, which will impact their future health in a sustainable manner (Putri et al., 2024).

Another factor that influences this is family support. Interview results show that parental involvement in supporting children's sports activities is still uneven. Some parents provide active support, such as attending sports activities or accompanying their children in physical activities at home. However, there are also many who are less involved or even tend to hinder their children's physical activities due to concerns about their physical health. This disparity in support shows that parents' perceptions and understanding of the importance of physical activity still need to be improved. This is in line with the opinion of Pratama et al., (2021), who emphasize that family involvement is a strategic element in shaping healthy lifestyles in school-age children. Parents are the closest people to children and play a big role in building good habits early on (Andhika, 2021). Parents as the first educators, not only educate children, but also create an environment that supports the growth and development of children (Umar, 2015).

The result of this study imply that the successful implementation of exercise habits as part of the 7 Habits of Great

Indonesia Children's is strongly influenced by structural, cultural, and personal factors, such as limited facilities, student participation, and lack of cross-party support. The recommendations of this study are that the government and school synergistically revitalize sport facilities, as well as allocate funds for sports facilities in schools, strengthen physical education teachers training based on creative approaches, and integrate physical activity in the curriculum and school culture. In addition, active involvement of parents and class teachers is needed through socialization of integrated health and physical activity programs, as well as creating daily journals that can help teachers supervise and shape students' daily exercise routines in a sustainable manner.

CONCLUSION

The results of this study show that the implementation of exercise habits as part of the 7 Habits of Great Indonesian Children program in Banjarbaru City primary schools still encounters a number of barriers. The main barriers identified include limited sports facilities and amenities, low student participation, and suboptimal family support. Nevertheless, physical education teachers show a high level of motivation and enthusiasm in guiding students to exercise, which is influenced by their personal backgrounds and students' enthusiasm. A system for monitoring exercise habits in schools is available, but its implementation is still not uniform and less integrated, while the use of technology as a learning support is

also still limited. Therefore, a more synergistic collaboration between teachers, schools, families and the government is needed to overcome these obstacles. The provision of adequate sports facilities, strengthening the capacity of physical education teachers, increasing students' physical literacy, and utilizing technology in learning are crucial factors that must be considered to ensure the successful implementation of exercise habits in the school environment. The results of this study are expected to be the basis for policy making that supports the strengthening of character education through the integration of physical activity and sports in elementary schools.

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