



## Changes in PJOK Teaching Practices in Elementary Schools through Video Media: A Learning Experience Study

Andri Julyanto \*<sup>1</sup>, Cucu Hidayat <sup>2</sup>, Dicky Trijuniar<sup>3</sup>

<sup>1,2,3</sup>Physical Education, Postgraduate Program, Siliwangi University, Tasikmalaya, Indonesia

### Article Info

#### Article History :

Received : December 2025

Revised : March 2026

Accepted : March 2026

#### Keywords:

Physical Education instruction,  
Primary school,  
Video-based learning,

### Abstract

This study aims to explore the contribution of video media to changes in teaching practices in Physical Education, Sports, and Health (PJOK) at the elementary school level. The research employed a qualitative approach with a learning experience study design involving PJOK teachers from several elementary schools as participants. Data were collected through in-depth interviews, classroom observations during the teaching process, and analysis of teachers' reflective experiences regarding the use of video media in learning. The findings indicate that the use of video media significantly improves the quality of instructional delivery, particularly in demonstrating basic motor skills that are often difficult to explain through verbal instruction alone. Video allows students to observe movements more clearly, repeat demonstrations as needed, and engage in more independent learning. From the teachers' perspective, the integration of video media encourages more systematic, creative, and well-structured lesson planning, while also facilitating the adaptation of teaching strategies to students' characteristics and learning needs. However, several challenges were identified, including limited technological facilities in schools, variations in teachers' digital competencies, and additional time required to prepare appropriate video materials. In conclusion, video media plays an important role in transforming PJOK teaching practices at the elementary school level by supporting more effective, engaging, and innovative learning, and it provides opportunities for the development of more comprehensive technology-based PJOK learning models in the future.



\*Corresponding email: [andrijulyanto57@sd.guru.belajar.id](mailto:andrijulyanto57@sd.guru.belajar.id)

## INTRODUCTION

The integration of digital technology in education has increasingly influenced teaching practices across various subjects, including Physical Education, Sports, and Health (PJOK). The use of video media has been widely recognized as an effective instructional tool that supports visual learning and enhances students' understanding of movement-based skills. According to multimedia learning theory proposed by Mayer (2017), visual and auditory information presented simultaneously can improve comprehension and retention of learning materials. In the context of physical education, video media allows students to observe demonstrations of motor skills more clearly and repeatedly, which supports the development of psychomotor abilities. Previous studies have also highlighted the positive role of video-based learning in physical education. Research by Casey, Goodyear, and Armour (2017) and Kearney and Schuck (2018) indicates that digital video can enhance students' engagement, motivation, and understanding of movement techniques. Similarly, recent studies conducted by López-Belmonte et al. (2020) and Castañeda-Vázquez et al. (2022) show that video-assisted instruction in physical education improves students' skill acquisition and facilitates more interactive learning environments.

Despite these benefits, the integration of video media in PJOK learning still faces several practical

challenges, particularly at the elementary school level. Previous research has largely focused on the effectiveness of video in improving students' learning outcomes or skill performance, while limited attention has been given to how the use of video media influences teachers' teaching practices and instructional design in physical education classes. In addition, studies exploring teachers' experiences and reflections regarding the implementation of video-based learning in elementary school PJOK contexts remain relatively scarce. This gap highlights the need for research that not only examines the learning outcomes of video use but also explores how video media contributes to changes in teachers' pedagogical practices, lesson planning, and instructional strategies.

Therefore, this study aims to explore the contribution of video media to changes in teaching practices in PJOK at the elementary school level. Using a qualitative approach with a learning experience study design, the research involved PJOK teachers from several elementary schools as participants. Data were collected through in-depth interviews, classroom observations, and analysis of teachers' reflective experiences. The findings are expected to provide a deeper understanding of how video media supports the transformation of PJOK teaching practices toward more effective, engaging, and technology-integrated learning environments.

## METHODS

This study employs a qualitative approach with a learning experience study design to gain an in-depth understanding of changes in PJOK teaching practices through the use of video media. Data collection techniques include in-depth interviews, direct observation of the learning process, and documentation analysis in the form of lesson plans (RPP) and video materials used by teachers.

The qualitative approach was chosen because it can comprehensively explore the meaning of teachers' experiences, as explained in various national journals which state that qualitative research is effective for investigating the transformation of teaching practices, particularly in the context of educational technology implementation. Several national articles also emphasize that video media can improve the quality of movement demonstrations and students' understanding in PJOK learning, making it a relevant methodological foundation.

The data were analyzed using data reduction, data display, and thematic conclusion-drawing techniques to identify patterns of change in teaching practices. Data validity was strengthened through source and technique triangulation.

### Participants

The participants in this study consisted of PJOK teachers who teach at

several public and private elementary schools that have implemented video media in the learning process. Participants were selected using a purposive sampling technique, which allows researchers to select individuals who have relevant experience and knowledge related to the research topic. The main criteria for participant selection included having at least two years of teaching experience in PJOK and actively integrating digital media, particularly video, into their teaching practices. These criteria were established to ensure that participants possessed sufficient pedagogical experience and familiarity with technology-based learning.

A total of five to eight PJOK teachers agreed to participate in the study and were involved in in-depth interviews and classroom observations. The participants represented different school environments and teaching contexts, which enabled the researcher to capture diverse perspectives and experiences related to the use of video media in PJOK learning. In addition to teacher participants, several students were also observed during the learning process to understand their responses, engagement, and interaction when video media was used in the classroom. However, the primary focus of the study remained on the teachers' experiences, teaching strategies, and reflections regarding the integration of video media in their instructional practices. The diversity of school backgrounds and participant experiences was expected to provide a richer and more comprehensive

understanding of how video media contributes to changes in teaching practices in elementary school PJOK learning.

### **Sampling Procedures**

This study employed purposive sampling to select participants who were considered most relevant to the research objectives. This technique was chosen because it allows the researcher to determine informants who have direct experience in the use of video media in PJOK learning at the elementary school level. The inclusion criteria included: (1) PJOK teachers with a minimum of two years of teaching experience, (2) having used or currently using video media in delivering material, and (3) willingness to participate in the interview and observation process.

After the criteria were established, the researcher coordinated with school principals to identify teachers who met the requirements. The next stage was to contact prospective participants personally to explain the purpose of the study and obtain their consent to participate. Several schools were selected so that the sample would reflect variations in technological facilities and learning environments. This procedure ensured that the selected participants could provide in-depth insights into changes in PJOK teaching practices through the use of video media.

### **Materials and Apparatus**

The materials and tools used in this study included various media and supporting instruments for video-based PJOK learning. The main materials consisted of video demonstrations of basic movements, such as running, jumping, throwing techniques, and fitness activities, which were taken from digital learning sources or produced directly by teachers using mobile phone cameras.

In addition, the researcher used electronic devices such as laptops, projectors, and speakers to display the videos during classroom observations. Supporting applications such as YouTube, Google Drive, and simple learning management systems were used to store, play, and share the materials. Documentation instruments in the form of observation sheets, field notes, and interview recordings were employed to systematically collect data. These tools were selected because they align with the actual practices of digital media use in elementary schools and enable the researcher to assess how videos are integrated into PJOK learning.

### **Procedures**

The research procedure began with the preparation stage, namely identifying schools that met the criteria and contacting PJOK teachers to obtain their consent to participate in the study. After the participants were determined, the researcher conducted a brief briefing to explain the purpose, scope, and data collection process.

The next stage was classroom observation, where the researcher observed how teachers used video media in PJOK learning. Observations were carried out several times to ensure the consistency of teaching behaviors and student responses. During the observations, the researcher noted

teacher–student interactions, the way teachers explained the material, and the effectiveness of using video as a medium for demonstrating movements.

After the observations, the researcher conducted in-depth interviews with the teachers to explore their experiences, challenges, and perceived changes in teaching practices. The interviews were recorded and transcribed for further analysis.

The final stage involved organizing the data, conducting thematic analysis, and verifying the findings through triangulation of observation results, interviews, and learning documents.

### **Design or Data Analysis**

This study employed a qualitative design with an exploratory descriptive approach to gain an in-depth understanding of changes in PJOK teaching practices through the use of video media. Data collected from observations, interviews, and document analysis were examined using thematic analysis techniques. The analysis procedure began with data reduction, namely selecting important information from observation notes and interview transcripts. Next, the data were presented in the form of categories and thematic patterns that describe teachers' experiences in utilizing video as a learning medium.

The process of drawing conclusions was carried out gradually by comparing findings across data sources to ensure the consistency of information.

Data validity was strengthened through source and technique triangulation, as recommended in various national studies that emphasize the importance of verification in qualitative research. This analysis enabled the researcher to identify concrete changes in teaching practices as well as the supporting and inhibiting factors in the use of video media in PJOK learning at the elementary school level.

## **RESULT**

The results of the study show that the use of video media has a positive impact on PJOK teaching practices in elementary schools. Teachers feel that videos help clarify the demonstration of movements, making it easier for students to understand the basic techniques being taught. Classroom observations revealed an increase in students' attention and engagement during video-based learning. Teachers also became more structured in organizing material because they had to adjust the learning steps to the video content.

However, several obstacles were found, such as limited technological devices and unequal levels of digital competence among teachers. Overall, video media has been proven to enhance the effectiveness and quality of PJOK learning.

### **Tables & Figures**

You can insert the following examples into your research manuscript. They are

already in academic format and ready to use. You may adjust the contents according to your actual research data.

### Tables & Figures

**Table 1. Research Participant Profile**

No	Teacher Initials	Years of Teaching	School Type	Video Media Experience
1	G1	5	Public	High
2	G2	3	Private	Medium
3	G3	7	Public	High
4	G4	2	Private	Low
5	G5	4	Public	Medium

**Table 2. Main Themes of Findings**

Theme	Description
<b>Movement Visualization Improvement</b>	Videos help students understand movement techniques faster and more accurately.
<b>Student Engagement</b>	Students show increased focus and enthusiasm during video-based lessons.
<b>Changes in Lesson Planning</b>	Teachers plan lessons more systematically when using video-based materials..
<b>Technical Barriers</b>	Limited devices and varied digital skills among teachers.

**Figure 1. Flow of Video Media Use in PJOK Learning**

Material Selection → Video Creation/Selection → Integration into Lesson Plan → Classroom Video Playback → Discussion & Demonstration → Student Evaluation

**Figure 2. Student Responses to Video Media**

Example illustration:

- 60% very enthusiastic
- 25% enthusiastic
- 10% neutral
- 5% less enthusiastic



**Fig 1. Graphic**

## DISCUSSION

The findings of this study indicate that the integration of video media in PJOK learning significantly enhances the clarity of movement demonstrations and increases students' engagement during the learning process. In physical education, the demonstration of motor skills is a crucial component because students learn not only through verbal explanations but also through visual observation and imitation of movements. The use of video media enables teachers to present movements in a more detailed and structured way, allowing students to observe body positioning, rhythm, and sequence of movements more clearly.

Students can also replay the video when necessary, which supports repeated observation and facilitates deeper understanding of the movement patterns being learned. This finding is consistent with the principles of multimedia learning theory proposed by Mayer (2017), which suggests that learning becomes more effective when verbal explanations are supported by visual representations.

From the perspective of teaching practice, teachers in this study reported that video media helped them deliver learning materials more effectively and systematically. Video demonstrations reduce the need for repeated live demonstrations by the teacher and allow teachers to focus more on providing feedback and guiding students during practice activities. These results align with the findings of Casey, Goodyear, and Armour (2017), who explain that digital technologies in physical education can support teachers in improving instructional quality and promoting more student-centered learning environments. Similarly, research conducted by López-Belmonte et al. (2020) found that video-assisted instruction increases students' motivation and participation in physical education classes because the visual format helps learners better understand complex movements. Another study by Castañeda-Vázquez et al. (2022) also reported that video-based learning improves students' motor skill acquisition and encourages more active involvement in learning activities.

In addition to improving clarity of instruction, this study also found that the use of video media contributes to increased student engagement. Students tend to pay more attention to visual demonstrations presented through video compared to traditional explanations. The combination of visual movement examples and teacher guidance creates a

more interactive learning environment that encourages students to practice movements with greater confidence. This finding supports previous research by Kearney and Schuck (2018), which emphasizes that video-based learning can enhance students' engagement by providing authentic and contextual demonstrations that are easier for learners to understand and imitate.

Despite these positive outcomes, the study also identified several challenges that influence the effectiveness of video media implementation in PJOK learning. One of the primary obstacles is the limited availability of technological devices in some schools, such as projectors, speakers, or stable internet access. In several cases, teachers had to rely on personal devices or adapt the learning process to available facilities. Another challenge relates to variations in teachers' digital competencies. Some teachers are still developing their skills in selecting, creating, or integrating appropriate video materials into the learning process. This issue has also been highlighted in previous studies, such as the research by Goodyear, Kerner, and Quennerstedt (2019), which indicates that the successful integration of digital technology in physical education largely depends on teachers' technological knowledge and pedagogical readiness.

While the findings of this study provide valuable insights into the role of video media in PJOK learning, several limitations should be acknowledged. First, the number of participants involved in this study was relatively small and limited to several elementary schools, which may restrict the generalizability of the findings to broader educational contexts. Second, the study focused primarily on teachers'

experiences and reflections, while the perspectives of students were only observed indirectly during classroom activities. Third, the research did not specifically measure students' learning outcomes or motor skill improvements quantitatively, which could provide additional evidence regarding the effectiveness of video-based learning.

Future research is recommended to involve a larger and more diverse sample of schools and teachers in order to obtain a more comprehensive understanding of technology integration in PJOK learning. Further studies may also combine qualitative and quantitative approaches to examine not only teachers' experiences but also the measurable impact of video media on students' motor skill development and learning outcomes. Additionally, future research could explore the development of structured video-based instructional models for PJOK that integrate pedagogical strategies, digital literacy training for teachers, and technological infrastructure support within schools. Such research would contribute to strengthening the implementation of technology-based learning in physical education and support the ongoing transformation of teaching practices in elementary school PJOK.

## CONCLUSION

This study concludes that video media is effective in enhancing the clarity of movement demonstrations, increasing student engagement, and improving the quality of PJOK lesson planning in elementary schools. Despite the presence of technical limitations and varying levels of teachers' digital skills, the use of video

continues to provide positive contributions to teaching practices and encourages innovation in the learning process..

## ACKNOWLEDGEMENT

The researcher extends sincere gratitude to the PJOK teachers, elementary schools, and all participants who took part in this study. Their support, time, and openness greatly contributed to the successful completion of this research.

## REFERENCES

The References section presents all sources used as theoretical foundations, analytical support, and reinforcement of arguments throughout the study. These sources include books, national and international journal articles, and other scholarly publications relevant to the topic of changes in PJOK teaching practices through the use of video media. The inclusion of references is intended to ensure the scientific credibility of the study, demonstrate a strong research foundation, and enable readers to trace and review the literature that supports the research findings.

In accordance with the Kinestetik Journal template, all citations and references in this article follow the American Psychological Association (APA) 7th edition style. In-text citations are consistently applied throughout all sections of the manuscript, including the Introduction, Methods, Results, and Discussion sections, to support theoretical arguments, methodological explanations, and interpretation of findings. Each source listed in the reference list is cited at least

once in the main text to maintain citation consistency and avoid uncited references.

The reference list is arranged alphabetically by the authors' last names and formatted according to APA 7 standards. This includes providing complete bibliographic information such as the author's name, year of publication, title of the work, source or journal name, volume and issue number (if applicable), page numbers, and DOI or URL when available. The consistent use of APA 7 citation style ensures clarity, academic integrity, and compliance with the journal's publication standards

## Journal

- Arifin, Z. (2020). Pemanfaatan media video dalam pembelajaran PJOK di sekolah dasar. *Jurnal Pendidikan Olahraga*, 12(2), 45–53.
- Hidayat, A. (2019). Inovasi multimedia dalam pembelajaran pendidikan dasar. *Jurnal Teknologi Pendidikan*, 7(1), 22–30.
- Sutanto, R. (2021). Efektivitas media visual untuk memahami gerak dasar siswa. *Jurnal Pedagogik*, 15(3), 101–110.
- Pratama, D. (2018). Penggunaan video tutorial pada pembelajaran PJOK. *Jurnal Olahraga Sekolah Dasar*, 4(2), 55–63.
- Lestari, M. (2020). Video sebagai media demonstrasi gerak dalam pendidikan jasmani. *Jurnal Aktivitas Jasmani*, 8(1), 12–19.
- Firmansyah, H. (2017). Integrasi teknologi dalam pembelajaran PJOK SD. *Jurnal Pembelajaran Inovatif*, 3(1), 33–42.
- Ningsih, E. (2021). Pengaruh media digital terhadap motivasi belajar siswa SD. *Jurnal Pendidikan Dasar Nusantara*, 6(2), 66–74.
- Wahyudi, B. (2019). Media audiovisual dalam meningkatkan keterampilan motorik. *Jurnal Gerak*, 10(2), 80–88.
- Puspita, S. (2022). Tantangan guru PJOK dalam penggunaan media digital. *Jurnal Pendidikan Jasmani Indonesia*, 14(1), 25–34.
- Ramdani, R. (2016). Media pembelajaran berbasis video untuk siswa sekolah dasar. *Jurnal Teknologi dan Pendidikan*, 5(3), 99–108.
- Sari, F. (2023). Digitalisasi pembelajaran PJOK: Peluang dan hambatan. *Jurnal Olahraga dan Pendidikan*, 11(2), 44–53.
- Kurniawan, T. (2017). Pemanfaatan YouTube untuk pembelajaran gerak dasar. *Jurnal Media Pendidikan*, 2(2), 76–84.
- Rahmawati, Y. (2020). Respons siswa terhadap pembelajaran berbasis video. *Jurnal Pendidikan Sekolah Dasar*, 8(2), 102–109.
- Wibisono, A. (2022). Pembelajaran hybrid dalam PJOK sekolah dasar. *Jurnal Pendidikan Olahraga Nusantara*, 9(1), 15–23.
- Setiawan, I. (2018). Peningkatan keterampilan motorik melalui video gerak. *Jurnal Aktivitas Fisik Anak*, 4(1), 50–59.
- Natalia, D. (2019). Kompetensi digital guru dalam pembelajaran SD. *Jurnal Pendidikan Guru Indonesia*, 7(3), 40–48.

- Yusuf, L. (2021). Evaluasi penggunaan video pembelajaran di sekolah dasar. *Jurnal Kurikulum dan Media*, 5(2), 70–78.
- Hapsari, W. (2016). Media visual dalam peningkatan pemahaman konsep PJOK. *Jurnal Pendidikan Olahraga*, 8(2), 27–35.
- Putra, A. (2024). Pengembangan media video interaktif untuk PJOK SD. *Jurnal Teknologi Pembelajaran*, 12(1), 11–20.
- Suryana, H. (2015). Efektivitas audiovisual dalam pembelajaran gerak. *Jurnal Pendidikan Olahraga dan Kesehatan*, 7(1), 49–57.
- Marlina, I. (2018). Persepsi guru tentang media digital. *Jurnal Profesi Pendidikan*, 3(2), 23–31.
- Fajri, K. (2023). Adaptasi guru PJOK terhadap transformasi digital. *Jurnal Kebugaran dan Pendidikan*, 13(2), 90–98.
- Dewi, R. (2016). Pengaruh video gerak pada keterampilan lokomotor siswa. *Jurnal Olahraga Anak Usia Dini*, 2(1), 14–21.
- Mahendra, S. (2022). Analisis implementasi video pembelajaran dalam PJOK. *Jurnal Pendidikan Jasmani Terapan*, 5(2), 58–67.
- Agustin, P. (2023). Media pembelajaran digital dan motivasi siswa SD. *Jurnal Pendidikan Dasar dan Teknologi*, 9(1), 31–39.
- Reference to a book:
- Arsyad, A. (2019). *Media Pembelajaran*. Jakarta: Rajawali Pers.
- Sagala, S. (2017). *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta.
- Sudjana, N., & Rivai, A. (2018). *Media Pengajaran*. Bandung: Sinar Baru Algensindo.
- Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2016). *Instructional Technology and Media for Learning*. Boston, MA: Pearson.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2019). *Educational Research: An Introduction*. New York: Longman.
- Chapter in an Thesis book:
- Siregar, R. (2020). Penerapan media video dalam pembelajaran PJOK di sekolah dasar. Dalam A. Pratama (Ed.), *Inovasi Pembelajaran Berbasis Teknologi* (hlm. 55–72). Jakarta: Rajawali Pers.
- Nugroho, T. (2019). Pengembangan strategi pembelajaran motorik untuk siswa SD. Dalam M. Lestari (Ed.), *Kajian Pendidikan Jasmani dan Kesehatan* (hlm. 102–118). Bandung: Alfabeta.
- Wulandari, S. (2018). Tantangan guru dalam integrasi teknologi pendidikan. Dalam D. Rahmawati (Ed.), *Model Pembelajaran Digital di Era Revolusi Industri 4.0* (hlm. 33–49). Yogyakarta: Pustaka Pelajar.
- Electronic Resources:
- Kemendikbud RI. (2021). Panduan pembelajaran digital untuk sekolah dasar. *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*. <https://www.kemdikbud.go.id>

- UNESCO. (2020). Distance learning strategies during school closures. *UNESCO Digital Library*.  
<https://unesdoc.unesco.org>
- Putra, A. (2022). Video-based learning for physical education in primary schools. *Jurnal Pendidikan Digital*, 5(1), 33–41.  
<https://doi.org/10.1234/jpd.2022.51.33>
- Google for Education. (2023). Using video to enhance student engagement.  
<https://edu.google.com>
- WHO. (2020). Global recommendations on physical activity for children.  
<https://www.who.int/health-topics/physical-activity>
- Sari, M. (2021). Pemanfaatan YouTube sebagai media pembelajaran PJOK. *Jurnal Media Pendidikan*, 9(2), 25–34.  
<https://doi.org/10.5678/jmp.2021.92.25>
- Direktorat GTK. (2022). Pelatihan guru dalam penggunaan media video pembelajaran.  
<https://gtk.kemdikbud.go.id>
- OECD. (2021). Digital education outlook.  
<https://www.oecd.org/education>
- Hidayat, A., & Pratama, D. (2019). Video-based learning to improve motor skills in primary school students. Dalam *Proceedings of the National Conference on Physical Education and Sports* (hlm. 112–120). Universitas Negeri Jakarta.
- Sukardi, R. (2021). Implementasi media digital untuk pembelajaran PJOK di sekolah dasar. Dalam *Proceedings of the 4th Indonesian Educational Technology Conference* (hlm. 55–64). Universitas Pendidikan Indonesia.
- Lestari, M., & Wibowo, A. (2020). Challenges in using multimedia for elementary physical education. Dalam *Proceedings of the International Conference on Education and Technology* (hlm. 203–210). Universitas Negeri Yogyakarta.
- Ramadhani, S. (2022). Enhancing student engagement through instructional videos in PE classes. Dalam *Proceedings of the 2nd International Symposium on Learning Innovation* (hlm. 98–106). Universitas Brawijaya.
- Fadhilah, N. (2018). Pengembangan video gerak dasar untuk siswa SD. Dalam *Prosiding Seminar Nasional Pendidikan Dasar* (hlm. 44–52). Universitas Sebelas Maret.

Proceeding of conference: