



Analysis of Physical Education Learning Management in Elementary Schools in Sape District, Bima Regency

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Abstract

Objectives: This study aimed to analyze the management of Physical Education, Sports, and Health (PJOK) learning in elementary schools in Sape District, Bima Regency, with a focus on planning, organizing, implementation, and evaluation.

Materials and Methods: A quantitative descriptive survey design was employed. The participants comprised 32 PJOK teachers from 28 elementary schools in Sape District, selected using total sampling. Data were collected using a validated questionnaire covering four dimensions of learning management: planning, organizing, implementation, and evaluation. The data were analyzed using descriptive statistics, including percentages, mean scores, and category classifications.

Results: The findings showed that the overall management of PJOK learning was classified as very good, with an average achievement score of 83.03%. The implementation dimension obtained the highest score at 86.41%, followed by planning at 84.20% and evaluation at 82.17%. Organizing recorded the lowest score at 79.35%, although it remained within the good category. These results indicate that PJOK teachers generally managed the learning process effectively, but several aspects related to the organization of learning resources, facilities, and instructional support still require improvement.

Conclusions: PJOK learning management in elementary schools in Sape District was generally implemented effectively, particularly in the implementation and planning dimensions. However, schools should strengthen the organization and availability of learning resources and facilities. The findings provide practical implications for school administrators and local education authorities in developing teacher professional-development programs and improving facilities that support high-quality PJOK instruction.

Keywords: Physical Education; Learning Management; Elementary School; Physical Education Teacher; Learning Process.

Introduction

Learning management is one of the fundamental components of educational quality because it determines the effectiveness of teaching and learning processes in achieving educational objectives. It refers to a systematic process that includes planning, organizing, implementing, and evaluating learning activities to ensure that instructional goals are achieved efficiently and effectively. Effective learning management enables teachers to integrate curriculum objectives, instructional strategies, learning resources, classroom management, and assessment into a coherent instructional system that promotes meaningful learning experiences and improves students' learning outcomes (Fernández Cruz et al., 2016). Furthermore, effective learning management is closely associated with teachers' professional competence in designing learning environments that accommodate students' characteristics and support sustainable educational improvement (Susanta et al., 2025).

Within the context of Physical Education, Sports, and Health (PJOK), learning management has a more complex role because the learning process emphasizes not only cognitive achievement but also psychomotor competence, physical fitness, affective development, and healthy lifestyle behaviors. Consequently, PJOK teachers are required to organize instructional planning, learning environments, teaching strategies, facilities, classroom safety, and authentic assessment in an integrated manner to facilitate meaningful movement experiences for students (Fernandez-Rio & Casey, 2021; Oliver et



al., 2015). Effective management of PJOK learning contributes to improving students' participation, physical literacy, and overall learning quality while supporting the successful implementation of competency-based curricula (Lenzen et al., 2023).

Physical Education, Sports, and Health (PJOK) is an integral part of the education system that plays a role in developing students' physical abilities, motor skills, health, cognitive abilities, social skills, and character formation (Sari et al., 2024). Through PJOK learning, students are expected to develop an active and healthy lifestyle that supports the achievement of comprehensive educational goals. Therefore, the success of PJOK learning is not only determined by the content being taught, but also by the quality of learning management carried out by teachers and schools. (Andriansyah et al., 2025).

In the context of primary education, Physical Education, Sports, and Health (PJOK) holds a strategic position as it serves as the foundation for the development of children's fundamental movement skills. (Irsakinah & Yaswinda, 2021). At the primary school level, students are in a stage of growth and development that requires learning experiences through planned, systematic physical activities that are appropriate to their developmental characteristics (Oktarifaldi et al., 2019). High-quality PJOK learning contributes to the improvement of students' physical fitness, motor skills, social skills, and character development (Hakim et al., 2026).

The success of PJOK learning is greatly influenced by the learning management implemented by teachers (Wibowo & Soro, 2025).. Learning management is a series of activities that include planning, organizing, implementing, and evaluating learning in a systematic manner to achieve educational goals effectively and efficiently. Teachers who are able to manage learning effectively tend to create active, enjoyable, safe, and student-centered learning environments, thereby supporting students' comprehensive development (Yunita et al., 2026). Therefore, effective learning management is considered one of the key determinants of instructional quality and educational success, particularly in subjects that require the integration of cognitive, affective, and psychomotor learning outcomes such as PJOK.

The implementation of the Merdeka Curriculum further strengthens the importance of effective learning management. The Merdeka Curriculum requires teachers to design learning that is flexible, contextual, student-centered, and capable of accommodating students' diverse characteristics and learning needs (Ramadan & Tabroni, 2020). In PJOK learning, these demands extend beyond the preparation of instructional documents to include teachers' ability to manage learning facilities and infrastructure, organize learning activities effectively, and implement authentic assessment that reflects students' comprehensive competencies (Maisyaroh et al., 2024). Consequently, teachers are expected to possess not only pedagogical competence but also managerial competence to ensure the successful implementation of PJOK learning under the Merdeka Curriculum.

Various studies have demonstrated that learning management significantly influences instructional quality and students' learning outcomes. Research conducted by (Wahyudinata & Kartika, 2024) showed that effective lesson planning contributes to improving the quality and effectiveness of PJOK learning in primary schools. Similarly, (Shandi, 2021). reported that systematic instructional planning supports the achievement of learning objectives through more structured and meaningful learning activities. In addition, (Shandi, 2018) found that adequate management of sports facilities and infrastructure enhances students' participation and engagement during PJOK learning. Meanwhile, research by (Chiva-Bartoll et al., 2020) revealed that teachers' competence in managing instruction has a significant positive effect on students' learning outcomes. Collectively, these studies indicate that effective learning management plays an essential



role in improving the quality of PJOK instruction; however, most previous studies have focused on individual aspects of learning management rather than examining the four management functions comprehensively.

Nevertheless, various problems are still found in the implementation of PJOK learning in primary schools. Limited sports facilities, insufficient learning resources, variations in teachers' competencies, and the suboptimal implementation of learning evaluation remain common challenges, particularly in rural and remote areas. These conditions may reduce the effectiveness of learning management and ultimately affect the quality of PJOK instruction as well as the achievement of students' learning competencies (Priyohutomo, 2025). Therefore, identifying the actual condition of learning management has become an important step in supporting continuous improvement in the quality of PJOK learning.

Based on the preliminary observations conducted by the researcher in several primary schools in Sape District, Bima Regency, it was found that the implementation of PJOK learning management showed varied conditions. Some schools had complete instructional documents and well-managed learning processes; however, other schools still experienced difficulties in managing sports facilities, organizing learning activities, and conducting comprehensive learning evaluation. These variations indicate that the implementation of the four functions of learning management has not yet been carried out consistently across schools. Consequently, empirical evidence is required to provide a comprehensive description of the actual implementation of PJOK learning management in primary schools within the study area.

A review of previous studies shows that most research on PJOK has primarily focused on learning models, learning motivation, learning outcomes, and students' physical fitness. Although these studies have provided valuable contributions to the development of PJOK, relatively few have comprehensively examined learning management by integrating the four managerial functions of planning, organizing, implementing, and evaluating learning at the primary school level. Furthermore, no previous study has specifically investigated PJOK learning management in primary schools in Sape District, Bima Regency. This condition indicates a clear research gap, as empirical evidence regarding the implementation of comprehensive PJOK learning management in this context remains limited.

The novelty of this study lies in its comprehensive analysis of PJOK learning management through the integration of four core management functions planning, organizing, implementing, and evaluating learning using a validated measurement instrument across all primary schools in Sape District, Bima Regency. Unlike previous studies that generally focused on isolated aspects of PJOK instruction, this study provides a holistic empirical evaluation of learning management within the implementation of the Merdeka Curriculum. Therefore, the findings are expected to contribute both theoretically to the development of learning management studies and practically to improving the quality of PJOK learning management in primary schools.

Materials and Methods

Study Design

This study employed a quantitative descriptive survey design using a cross sectional approach to obtain an empirical description of the implementation of Physical Education, Sports, and Health (PJOK) learning management in elementary schools in Sape District, Bima Regency, Indonesia. A cross-sectional survey was considered appropriate because the data were collected from all participants at a single point in time to describe the existing conditions without manipulating any research variables.

The study was conducted during the 2025/2026 academic year. The research focused on four dimensions of learning management: planning, organizing, implementation, and evaluation, which served as the main variables in this study.

The research procedures consisted of four sequential stages. First, the researcher developed the research instrument based on the theoretical framework of learning management and validated the questionnaire through expert judgment. Second, research permission was obtained from the relevant educational authorities and participating schools before distributing the questionnaire to all eligible PJOK teachers. Third, participants completed the questionnaire independently after receiving an explanation regarding the objectives and procedures of the study. Finally, the completed questionnaires were checked, coded, tabulated, and prepared for statistical analysis.

The research instrument was a structured questionnaire designed to measure the implementation of PJOK learning management across the four management functions. The instrument consisted of statements representing the dimensions of planning, organizing, implementation, and evaluation, using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to data collection, the instrument underwent expert validation to ensure content validity and was tested for reliability before being administered to the participants. The overall research procedure is illustrated in Figure 1.

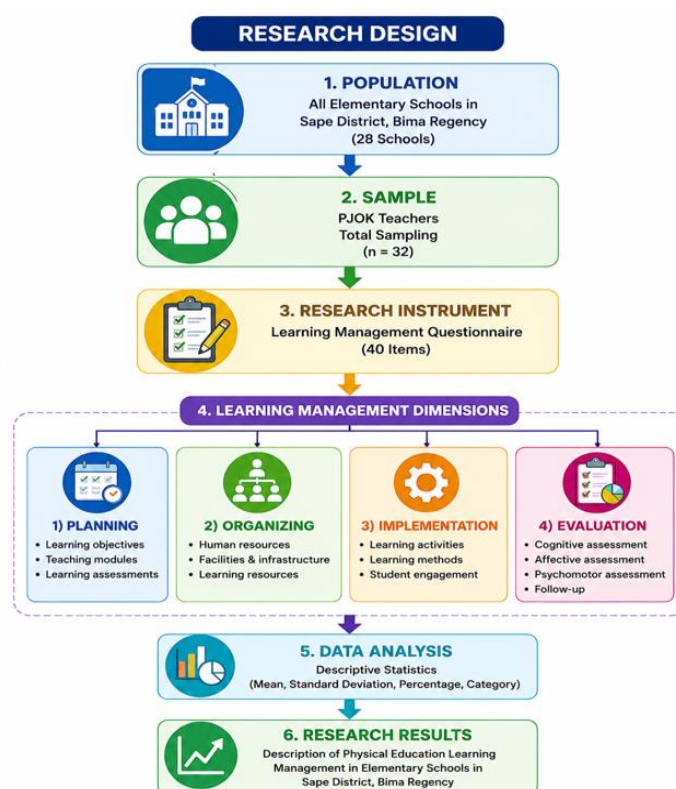


Figure 1. Research Design

Study Participants

This study involved 32 Physical Education, Sports, and Health (PJOK) teachers from 28 elementary schools in Sape District, Bima Regency, Indonesia, during the 2025/2026 academic year. Participants were selected using a total sampling technique, in



which all PJOK teachers within the study area were included as research participants. This technique was chosen because the target population was relatively small, allowing all eligible teachers to participate and providing a comprehensive representation of PJOK learning management in the study area.

The inclusion criteria were as follows: (1) actively serving as a PJOK teacher at an elementary school in Sape District during the 2025/2026 academic year; (2) having at least one year of teaching experience; and (3) voluntarily agreeing to participate in the study. Teachers who were on leave, temporarily assigned to administrative duties, or did not complete the questionnaire were excluded from the study.

Before data collection, all participants were informed about the objectives of the research and voluntarily agreed to participate by providing informed consent. Participation was anonymous, and all information obtained from respondents was kept confidential and used exclusively for research purposes. The selected participants were considered appropriate because they were directly responsible for planning, organizing, implementing, and evaluating PJOK learning, which corresponded to the objectives of this study.

Table 1. Respondent Characteristics

Characteristics	Frequency	Percentage (%)
Gender		
Male	24	75.00
Female	8	25.00
Age		
< 35 Years	12	37.50
≥ 35 Years	20	62.50
Years of Service		
< 10 Years	11	34.38
≥ 10 Years	21	65.62
Highest Education		
Diploma (D2/D3)	6	18.75
Bachelor (S1)	26	81.25
Employment Status		
Civil Servant (ASN)	18	56.25
Non-Civil Servant	14	43.75
Teacher Certification		
Certified	15	46.88
Not Certified	17	53.12

Based on the respondents' characteristics, the majority of PJOK teachers are male, over 35 years old, have more than 10 years of teaching experience, and hold a Bachelor's degree (S1). These conditions indicate that most respondents have sufficient teaching experience in implementing PJOK learning.

Study Organization

The study was conducted through five main stages, namely preparation, instrument development, data collection, data analysis, and research report writing. The preparation stage was carried out through a literature review, preliminary observation, and identification of problems related to PJOK learning management in primary schools in Sape District. The next stage was the development of research instruments based on



learning management theory, which includes the aspects of planning, organizing, implementing, and evaluating learning.

The main research instrument was a closed-ended questionnaire using a five-point Likert scale consisting of Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). In addition to the questionnaire, the study also used observation sheets and documentation as supporting instruments. The research instrument blueprint is presented in Table 2.

Table 2. Research Instrument Blueprint

Variable	Indicators	Number of Items
Learning Planning	Annual Program, Semester Program, Teaching Modules, Learning Objectives, Assessment	10
Learning Organization	Schedule Management, Facilities and Infrastructure, Learning Resources, Learning Coordination	10
Learning Implementation	Preliminary Activities, Core Activities, Closing Activities, Learning Methods, and Learning Media	10
Learning Evaluation	Cognitive, Affective, and Psychomotor Assessment, and Follow-up of Learning Outcomes	10
Total		40 Items

Before being used in the study, the instrument was validated by three experts consisting of two Physical Education lecturers and one educational evaluation expert. The results of the content validity assessment showed that the Aiken's V coefficients ranged from 0.81 to 0.95, indicating that all items were valid and suitable for use in the study.

The reliability of the instrument was tested using the Cronbach's Alpha technique and yielded a reliability coefficient of 0.89. This value indicates that the instrument has a high level of reliability.

The data collection stage was carried out by distributing questionnaires directly to all respondents. Furthermore, observations were conducted on the implementation of PJOK learning, and relevant documents were collected, including teaching and learning plans, class schedules, and assessment instruments used by the teachers. The detailed stages of the research are presented in Table 3.

Table 3. Research Stages

Stage	Activities
Preparation	Literature review, preliminary observation, and instrument development
Instrument Validation	Expert validation and instrument reliability testing
Data Collection	Questionnaire distribution, observation, and documentation
Data Analysis	Data processing and analysis using SPSS
Reporting	Preparation of the research article

Statistical Analysis

The collected data were analyzed using IBM SPSS Statistics version 26. Descriptive statistical analysis was employed to describe the implementation of Physical Education, Sports, and Health (PJOK) learning management based on the four dimensions of learning management: planning, organizing, implementation, and



evaluation. The analysis included the calculation of frequencies, percentages, means, and standard deviations to summarize participants' responses for each indicator and dimension.

Percentage scores were subsequently interpreted using predetermined assessment criteria and classified into five categories: very poor, poor, fair, good, and very good. These categories were used to facilitate the interpretation of the level of PJOK learning management implementation across the participating elementary schools.

Because this study employed a descriptive survey design with the primary objective of describing the current condition of PJOK learning management rather than testing hypotheses or examining relationships among variables, inferential statistical analyses, including normality tests, homogeneity tests, significance testing, and effect size estimation, were not performed. Therefore, descriptive statistical procedures were considered appropriate and sufficient to address the research objectives.

The percentage was calculated using the following formula:

$$P = (f/N) \times 100\%$$

Where:

P = Percentage

f = Score obtained

N = Maximum score

The results of the analysis were then interpreted based on the assessment categories presented in Table 4.

Table 4. Score Interpretation Criteria

Percentage (%)	Category
81–100	Excellent
61–80	Good
41–60	Fair
21–40	Poor
≤ 20	Very Poor

All analysis results were presented in the form of tables, percentages, and descriptive narratives to provide a comprehensive overview of PJOK learning management in primary schools in Sape District, Bima Regency.

Results

Present the findings clearly and systematically. Authors are encouraged to use tables and figures where appropriate. Each table or figure should be followed by a concise explanatory narrative.

This study involved 32 Physical Education, Sports, and Health (PJOK) teachers from 28 elementary schools in Sape District, Bima Regency. All respondents were active PJOK teachers directly involved in teaching and learning activities during the 2025/2026 academic year. The collected data were analyzed to describe the implementation of physical education learning management, which includes planning, organizing, implementation, and evaluation dimensions.



Planning Management

Planning management is the initial stage that determines the direction and effectiveness of the learning process. The analysis results for planning management are presented in Table 5.

Table 5. Planning Management Analysis Results

Indicator	Mean	SD	Percentage (%)	Category
Annual Program	4.28	0.54	85.60	Very Good
Semester Program	4.20	0.58	84.00	Very Good
Teaching Module	4.18	0.61	83.60	Very Good
Learning Objectives	4.23	0.57	84.60	Very Good
Learning Assessment	4.16	0.63	83.20	Very Good
Average	4.21	0.59	84.20	Very Good

Based on Table 5, the planning management dimension obtained an average mean score of 4.21 (SD = 0.59), corresponding to an average percentage of 84.20%, which was classified as Very Good. Among the five indicators, the Annual Program recorded the highest percentage (85.60%), whereas the Learning Assessment indicator obtained the lowest percentage (83.20%). However, all planning management indicators were classified within the Very Good category.

Organizing Management

Organizing management refers to teachers' ability to manage schedules, facilities, learning resources, and coordination processes that support learning effectiveness. The analysis results are presented in Table 6.

Table 6. Organizing Management Analysis Results

Indicator	Mean	SD	Percentage (%)	Category
Schedule Management	4.05	0.66	81.00	Very Good
Facilities and Infrastructure	3.72	0.74	74.40	Good
Learning Resources	3.95	0.69	79.00	Good
Learning Coordination	4.15	0.62	83.00	Very Good
Average	3.97	0.68	79.35	Good

Based on Table 6, the organizing management dimension obtained an average mean score of 3.97 (SD = 0.68), corresponding to an average percentage of 79.35%, which was classified as Good. Among the four indicators, Learning Coordination recorded the highest percentage (83.00%), while Facilities and Infrastructure obtained the lowest percentage (74.40%). The Schedule Management indicator achieved 81.00% and was classified as Very Good, whereas the Learning Resources indicator obtained 79.00 % and was classified as Good.

Implementation Management

Implementation management represents the execution of learning activities based on the plans that have been prepared. The results of the implementation management analysis are presented in Table 7

**Table 7.** Implementation Management Analysis Results

Indicator	Mean	SD	Percentage (%)	Category
Preliminary Activities	4.32	0.53	86.40	Very Good
Main Activities	4.38	0.49	87.60	Very Good
Closing Activities	4.25	0.58	85.00	Very Good
Learning Methods	4.34	0.55	86.80	Very Good
Learning Media	4.31	0.57	86.20	Very Good
Average	4.32	0.54	86.41	Very Good

Based on Table 7, the implementation management dimension obtained an average mean score of 4.32 (SD = 0.54), corresponding to an average percentage of 86.41%, which was classified as Very Good. Among the five indicators, Main Activities recorded the highest percentage (87.60%), while Closing Activities obtained the lowest percentage (85.00%). The Preliminary Activities, Learning Methods, and Learning Media indicators achieved percentages of 86.40%, 86.80%, and 86.20%, respectively, and were all classified as Very Good.

Evaluation Management

Evaluation management is conducted to determine the achievement of learning objectives and student learning outcomes. The analysis results are presented in Table 8.

Table 8. Evaluation Management Analysis Results

Indicator	Mean	SD	Percentage (%)	Category
Cognitive Assessment	4.08	0.64	81.60	Very Good
Affective Assessment	4.11	0.61	82.20	Very Good
Psychomotor Assessment	4.18	0.58	83.60	Very Good
Follow-up Assessment	4.06	0.66	81.20	Very Good
Average	4.11	0.62	82.17	Very Good

Based on Table 8, the evaluation management dimension obtained an average mean score of 4.11 (SD = 0.62), corresponding to an average percentage of 82.17%, which was classified as Very Good. Among the four indicators, Psychomotor Assessment recorded the highest percentage (83.60%), while Follow-up Assessment obtained the lowest percentage (81.20%). The Cognitive Assessment and Affective Assessment indicators achieved 81.60% and 82.20%, respectively, and were both classified as Very Good.

Overall Physical Education Learning Management

To obtain a comprehensive overview of physical education learning management in elementary schools of Sape District, all dimensions were summarized as presented in Table 9.

Table 9. Summary of Physical Education Learning Management Results

Dimension	Mean	Percentage (%)	Category
Planning	4.21	84.20	Very Good
Organizing	3.97	79.35	Good
Implementation	4.32	86.41	Very Good



Evaluation	4.11	82.17	Very Good
Average	4.15	83.03	Very Good

Based on Table 9, the overall implementation of physical education learning management in elementary schools of Sape District, Bima Regency, achieved an average percentage of 83.03%, which is categorized as very good. The Implementation dimension recorded the highest percentage (86.41%), while the Organizing dimension showed the lowest percentage (79.35%).

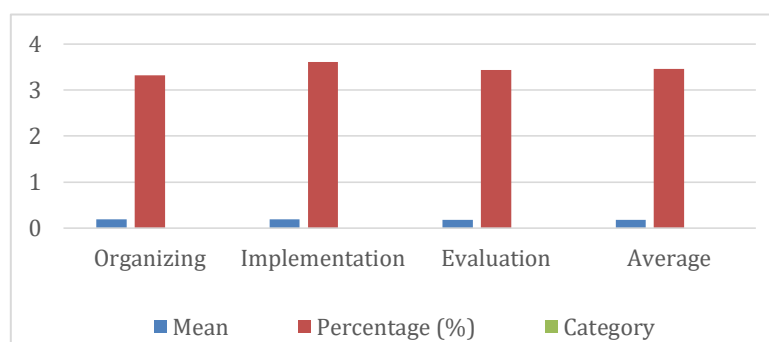


Figure 2. Percentage of Physical Education Schools Learning Management at Elementary Schools

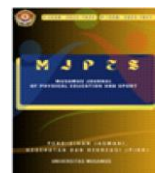
Figure 2 illustrates the comparison of achievement levels across the four dimensions of physical education learning management. The Implementation dimension demonstrated the highest achievement level (86.41%), followed by Planning (84.20%), Evaluation (82.17%), and Organizing (79.35%). These findings indicate that PJOK teachers have performed well in managing instructional activities, particularly in implementing learning processes. However, improvements are still needed in the organizing dimension, especially regarding the availability and management of facilities and infrastructure that support effective physical education learning.

Overall, the findings reveal that physical education learning management in elementary schools of Sape District has been implemented effectively across all dimensions examined. These results provide a basis for further discussion regarding the strengths and challenges of learning management practices in physical education at the elementary school level.

Discussion

The present study provides a comprehensive analysis of Physical Education, Sports, and Health (PJOK) learning management in elementary schools by examining four essential management dimensions, namely planning, organizing, implementation, and evaluation. The findings revealed that the overall implementation of PJOK learning management in elementary schools in Sape District, Bima Regency, achieved a Very Good category, with an average percentage of 83.03%. Among the four dimensions, implementation management demonstrated the highest level of achievement, whereas organizing management obtained the lowest score, particularly in the facilities and infrastructure indicator. These findings reinforce the view that effective learning management plays a crucial role in improving instructional quality and achieving educational objectives (Cho, 2020).

The novelty of this study lies in its integrated assessment of the four core management functions of PJOK learning management within the implementation of the Merdeka Curriculum in elementary schools. Unlike previous studies, which have



generally focused on isolated aspects such as learning outcomes, instructional models, teacher competence, or students' motivation, this study provides a comprehensive empirical evaluation encompassing planning, organizing, implementation, and evaluation within a single analytical framework. A comprehensive evaluation of learning management is essential because instructional quality is influenced by the integration of these interconnected management functions (Killian et al., 2021). Therefore, this study contributes to the existing body of knowledge by providing empirical evidence on PJOK learning management in elementary schools, particularly within the context of the Merdeka Curriculum implementation in Bima Regency, an educational setting that has received limited attention in previous research.

The results of the study indicate that the management of Physical Education, Sports, and Health (PJOK) learning in primary schools in Sape District, Bima Regency, falls within the very good category, with an average percentage score of 83.03%. This finding suggests that PJOK teachers have effectively implemented the key functions of learning management, including planning, organizing, implementing, and evaluating instruction. From the perspective of educational management theory, the success of the learning process is determined not only by teachers' instructional competence but also by their ability to manage all components of learning in a systematic and continuous manner. Effective learning management enables the learning process to be well-directed, structured, and capable of achieving learning objectives (Hallinger & Kovačević, 2021).

The findings of the study indicate that the learning implementation dimension achieved the highest score compared to the other dimensions. This result suggests that PJOK teachers in Sape District have a strong ability to translate instructional plans and learning materials into actual learning activities. (Özdemir et al., 2024), Direct experience is an essential component in the development of students' knowledge and skills. Therefore, PJOK learning provides greater opportunities for teachers to create active and meaningful learning interactions. (Tan et al., 2024).

The findings of this study are consistent with the research conducted by (Fröberg & Lundvall, 2022) who found that the effectiveness of PJOK learning is greatly influenced by teachers' ability to manage learning activities, select appropriate instructional strategies, and create a conducive learning environment. Similar findings were also reported by (Baena-Morales & González-Villora, 2023) who stated that the pedagogical competence of PJOK teachers has a significant relationship with the quality of learning implementation at the primary school level. Therefore, the high achievement in the implementation aspect indicates that PJOK teachers in Sape District possess adequate capabilities in applying instructional strategies that are appropriate to the characteristics of their students.

In addition to the implementation aspect, this study also found that learning planning was categorized as very good. This finding indicates that teachers had systematically prepared instructional plans and learning materials prior to conducting the teaching and learning process. (Dudley et al., 2022). In the implementation of the Merdeka Curriculum, learning planning has become a crucial aspect because teachers are required to develop learning objectives, learning objective pathways, teaching modules, and assessment strategies that are aligned with students' characteristics, needs, and learning development.. (AM & Saiful, 2026), The success of curriculum implementation is highly influenced by the quality of teachers' instructional planning. Effective planning provides clear direction for the teaching and learning process and enables teachers to achieve the intended learning objectives more efficiently and systematically.

The findings of this study support the findings of previous research. (Parsons et al., 2018) which states that PJOK teachers who possess strong instructional planning skills tend to be more capable of implementing effective learning processes than teachers



who inadequately prepare instructional materials and learning resources. Furthermore, a study by (Muijs et al., 2014) showed that the quality of instructional planning contributes positively to improving students' learning motivation and learning outcomes. Therefore, the high achievement in the planning aspect indicates that PJOK teachers in Sape District have understood the importance of planning as the primary foundation of learning management.

Nevertheless, the organizing aspect of learning management obtained the lowest score among all dimensions. This finding indicates that organizing learning activities remains a challenge in the management of PJOK instruction in elementary schools. The relatively low achievement on the facilities and infrastructure indicator suggests that limitations in resources and supporting facilities for PJOK instruction still exist. (Darmawan & Suranata, 2025). This condition is a common phenomenon found in elementary schools across various regions, particularly in areas with limited educational resources. (Kirk, 2023; Pill et al., 2024).

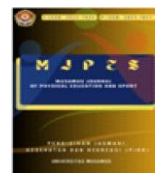
In the evaluation aspect of learning, this study found a very good category. These results indicate that teachers have implemented assessments of cognitive, affective, and psychomotor domains in a relatively comprehensive manner. This finding is consistent with the characteristics of PJOK learning, which require multidimensional assessment of students' development. According to (Fernandez-Rio & Casey, 2021), effective assessment serves not only to measure learning outcomes but also to provide feedback that can be used to improve the quality of instruction. (Darling-Hammond, 2020).

The findings of this study support the results of previous research (Lenzen et al., 2023b) which indicated that PJOK teachers are increasingly aware of the importance of authentic assessment in measuring students' competencies comprehensively. However, the relatively lower score on the follow-up assessment indicator suggests that the utilization of assessment results for remedial and enrichment activities still needs to be improved. Similar findings were also reported by (Rasyid et al., 2022) who stated that some teachers still experience difficulties in integrating assessment results into subsequent instructional planning.

Overall, the findings of this study indicate that the management of PJOK learning in elementary schools in Sape District has been implemented effectively. However, the study also identified that the organizing aspect of learning management, particularly those related to facilities and infrastructure, still requires further attention. These findings provide practical implications for schools and local governments to enhance support for PJOK learning through the provision of more adequate facilities and the implementation of continuous professional development programs for teachers. In addition, this study contributes empirical evidence regarding the condition of PJOK learning management in elementary schools in Bima Regency, which remains relatively underrepresented in the national literature. Future studies are recommended to employ a mixed-methods approach to provide a more comprehensive understanding of the factors influencing the effectiveness of PJOK learning management across different school contexts.

Conclusions

This study concludes that the management of Physical Education, Sports, and Health (PJOK) learning in elementary schools in Sape District, Bima Regency is generally categorized as very good, with an overall achievement score of **83.03%**. The findings indicate that PJOK teachers have effectively implemented the core functions of learning management, including planning, organizing, implementation, and evaluation. Among these dimensions, implementation management demonstrated the highest performance, reflecting teachers' ability to conduct learning activities effectively and engage students actively in the learning process. However, organizing management obtained the lowest



score, highlighting the need for improvements in facilities, infrastructure, and learning resource management. Therefore, strengthening institutional support, enhancing educational facilities, and providing continuous professional development opportunities for teachers are essential to further improve the quality and effectiveness of PJOK learning management in elementary schools.

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Conflict of Interest

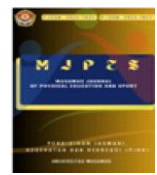
The authors declare that there are no conflicts of interest regarding the publication of this article. The authors affirm that this research was conducted independently and objectively, without any financial, personal, institutional, or professional relationships that could influence the research process, data analysis, interpretation of findings, or publication of the results.

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