

The Role Of Pjok In Fostering Sports Talent Of Elementary School Students

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Abstract

This study aims to explore in depth how the implementation of PJOK learning in elementary schools, the extent to which PJOK teachers carry out their functions in identifying and fostering student talent and what are the challenges and opportunities faced in the process. The background of the research is based on the importance of sports coaching from an early age as part of a holistic education process. The research method used is a descriptive qualitative approach with data collection techniques in the form of observation, in-depth interviews and documentation studies. The research subjects include PJOK teachers, principals, some students who are active in sports activities and parents of students. The results showed that although the implementation of PJOK has been running according to the curriculum, the identification and coaching of students' sports talents has not been carried out systematically. PJOK teachers focus more on the implementation of normative material, while talent coaching activities are still incidental. The inhibiting factors include limited learning time, lack of special training for PJOK teachers and the lack of integration of extracurricular programs with formal learning. These findings are examined using Gardner's Multiple Intelligences theory (1983) and Vygotsky's Zone of Proximal Development concept (1978) which emphasizes the importance of the teacher's role in identifying and guiding students' potential. This study recommends the need for professional training for PJOK teachers, the preparation of a structured sports talent development program and the integration between learning and extracurricular activities as a strategic step in developing students' sports potential from an early age.

Keywords: PJOK, sports talent, elementary school, coaching, PJOK teacher.

1. INTRODUCTION

Education is a process of forming a whole person, not only emphasizing on cognitive aspects but also on physical, emotional, social and other life skills development. In the context of basic education, one of the subjects that plays a strategic role in the formation of physically and mentally healthy humans is Physical Education, Sports and Health (PJOK). This subject is not only intended to provide knowledge and movement skills but also as an important vehicle in instilling the values of sportsmanship, cooperation, discipline and shaping children's character from an early age (Baker, 2017).

One important aspect of the implementation of physical education in elementary schools is its function in identifying and growing children's sports talent. The elementary school period is known as the "golden age" period, which is around 7-12 years of age characterized by rapid development in physical-motor aspects and coordination of motion. If at this time the potential of children in the field of sports is recognized and fostered properly, it is likely that they will develop into individuals who excel in sports in the future. Therefore, the role of PJOK teachers becomes very central in this process.

The importance of the role of PJOK in fostering children's sports talent is emphasized in various national regulations, one of which is Law Number 3 of 2005 concerning the

National Sports System which emphasizes that sports development must begin at an early age through systematic, tiered and sustainable education channels. In addition, the Regulation of the Minister of Education and Culture Number 81A of 2013 concerning the Implementation of the 2013 Curriculum also places PJOK as part of strengthening character education, forming healthy lifestyles and developing the potential and talents of students.

However, in practice, the implementation of PJOK in elementary schools often experiences various challenges. The results of preliminary studies conducted by researchers at SD Negeri Rawamangun 5 Jakarta show that PJOK activities in this school are still routine and have not been systematically directed to foster and cultivate students' sports talents. Based on observations and initial interviews with PJOK teachers and principals, it is known that PJOK learning is still focused on normative curriculum implementation such as the introduction of basic movements, ball games, gymnastics and basic athletics. Activities to identify students' sports potential have not been carried out systematically and structured.

Out of a total of about 120 students in grades IV-VI observed, only about 18 students (15%) were actively involved in extracurricular sports activities and most of them joined because of encouragement from parents or personal interest, not because of the results of detection or coaching from PJOK teachers. This is despite the fact that the school has good basic facilities such as a multipurpose field, sports hall and extracurricular programs such as futsal, badminton and athletics. This shows a gap between the potential of the school and the optimization of student talent development through PJOK.

Theoretically, the development of children's potential in the field of sports can be studied through the Multiple Intelligences approach developed by Howard Gardner. In his theory, Gardner (1983) suggests that every child has different intelligences, one of which is bodily-kinesthetic intelligence or kinesthetic intelligence. Children who show exceptional abilities in body coordination, speed and motor skills have great potential in the field of sports. Physical Education teachers who understand this concept can conduct in-depth observations of students, identify the characteristics of kinesthetic intelligence and provide appropriate coaching interventions.

In addition, Vygotsky's (1978) theory of Zone of Proximal Development (ZPD) states that children will learn and develop more optimally if they are guided by adults or parties who are more expert in their closest zone of development. In this context, PJOK teachers have a role as "scaffolders" who provide support to students to achieve higher sports abilities. Sensitive and competent teachers can provide stimuli, challenges and assistance that enable students to develop their maximum abilities.

Previous studies have shown the important role of physical education in sports talent development. For example, Pratama's research (2020) conducted in several elementary schools in the city of Yogyakarta found that a systematic PJOK program with a structured coaching strategy was able to identify students who were then specially coached and excelled at the district level. The results of this study emphasize that the key success factor is the competence and concern of PJOK teachers for student potential. Meanwhile, research by Nurhayati and Firmansyah (2021) concluded that the quality of PJOK learning has a significant relationship to students' motivation and participation in sports activities which indirectly contributes to the development of their talents.

On the other hand, based on the Kemenpora report in 2022, around 64% of national student athletes who participated in the National Student Sports Olympics (O2SN) came from elementary schools that have a directed and talent development-based PJOK program. This

shows that schools have a very vital role in producing athletes from an early age and this is largely determined by the role of PJOK teachers as the main actors in the field.

Seeing this fact, research on the role of PJOK in fostering sports talent in children is very relevant and important. By taking a location at SD Negeri Rawamangun 5 Jakarta, this study aims to explore in depth how the implementation of PJOK learning at the school, the extent to which PJOK teachers carry out their functions in identifying and fostering student talent and what challenges and opportunities are faced in the process. The results of this study are expected to make a scientific and practical contribution to the world of basic education, especially in the field of developing children's sports potential and become input for schools and education agencies in designing more effective and sustainable sports coaching programs.

2. LITERATURE REVIEW

2.1 Physical Education (PJOK) and Holistic Student Development

Physical Education (PJOK) plays a vital role in supporting the holistic development of elementary school students, encompassing physical, cognitive, social, and emotional domains. According to Rink (2014) in *Teaching Physical Education for Learning*, quality physical education programs are designed not only to improve motor skills but also to enhance students' motivation, self-confidence, and lifelong engagement in physical activity. At the elementary level, PJOK provides fundamental movement experiences that form the basis for more advanced sport skills. Through structured learning activities, students are introduced to basic locomotor, non-locomotor, and manipulative skills, which are essential for future athletic performance (Rink, 2014). Therefore, PJOK serves as a foundation for both physical literacy and early talent development.

2.2 Sports Talent Identification and Development in Children

Sports talent development is a long-term process that requires systematic training, appropriate learning environments, and continuous support. Balyi and Hamilton (2004) emphasize in *Long-Term Athlete Development* that early childhood and elementary years are critical stages for developing fundamental movement skills, which later influence athletic specialization and excellence. The Long-Term Athlete Development (LTAD) model highlights the importance of "FUNDamentals" and "Learning to Train" stages, where children should be exposed to diverse physical activities rather than early specialization. In this context, PJOK teachers play a strategic role in observing students' physical potential, coordination, endurance, and motivation, which are indicators of sports talent (Balyi & Hamilton, 2004). Furthermore, talent identification at the elementary level should focus on potential rather than performance outcomes. This approach ensures that students with latent abilities receive proper guidance and opportunities for growth through school-based sports programs.

2.3 The Role of PJOK Teachers in Fostering Sports Talent

PJOK teachers function as key agents in fostering sports talent through instructional design, assessment, and mentoring. Jewett, Bain, and Ennis (2011) argue in *Developing Physical Education Curricula* that effective physical education curricula should integrate skill development, student-centered learning, and continuous evaluation. Through systematic observation and performance assessment, teachers can identify students who demonstrate exceptional motor ability, physical fitness, and learning adaptability. These students can then

be directed to extracurricular sports activities, school teams, or specialized training programs (Jewett et al., 2011). In addition, PJOK teachers are responsible for creating inclusive and motivating learning environments. Supportive feedback, varied learning strategies, and differentiated instruction enable talented students to develop optimally while maintaining their interest and well-being.

2.4 School-Based Sports Programs and Talent Nurturing

School-based sports programs function as an extension of PJOK learning and serve as practical platforms for talent development. Through intramural and extracurricular activities, students can apply skills learned in class in competitive and cooperative contexts. Research suggests that early exposure to structured sports experiences enhances students' technical skills, tactical understanding, and psychological resilience (Balyi & Hamilton, 2004). PJOK-based programs that collaborate with local sports clubs and community organizations further strengthen talent pathways and provide continuity in training. Therefore, the integration of curricular PJOK activities and extracurricular sports programs is essential for creating sustainable systems of talent nurturing at the elementary school level.

2.5 Implications for Elementary Sports Talent Development

Based on the reviewed literature, PJOK serves as a foundational platform for identifying, developing, and nurturing sports talent among elementary school students. Through quality instruction, systematic assessment, and supportive environments, PJOK contributes significantly to students' long-term athletic development. The synergy between competent teachers, well-designed curricula, and school sports programs enables early recognition of potential and provides equitable opportunities for talent growth. Consequently, strengthening PJOK practices is crucial for building sustainable national sports development systems.

3. METHODS

3.1 Approach and Type of Research

This research uses a descriptive qualitative approach. This approach was chosen because it is suitable for describing and analyzing in depth the phenomena related to the role of PJOK teachers in fostering students' sports talent in the elementary school environment. Qualitative research focuses on meaning, understanding and subjective interpretation of social reality that occurs in the field, in this case the practice of learning PJOK and fostering sports potential at SD Negeri Rawamangun 5 Jakarta.

3.2 Location and Time of Research

This research was conducted at SD Negeri Rawamangun 5 Jakarta, which is one of the public elementary schools that has adequate sports facilities and an active extracurricular program. The research was conducted during the period January to April 2025 which included the initial observation stage, data collection, analysis and verification of results.

3.3 Research Subjects and Informants

The subject of this research is the implementation of PJOK learning in elementary schools, especially in the context of growing students' sports talent. Research informants were selected purposively with the following criteria:

1. PJOK teacher as the main informant who has direct responsibility in the implementation of learning and sports coaching.
2. Principal as a managerial party who knows the school policies and programs related to student talent development.
3. Students in grades IV-VI as students who can already observe their physical-motor development and involvement in sports activities.
4. Parents of students who can provide views related to children's interest and encouragement in participating in sports activities.

3.4 Data Collection Techniques

Data were collected through several techniques as follows:

1. In-depth interviews were conducted with PJOK teachers, principals, some students and parents to explore information related to the implementation of PJOK, sports talent detection and coaching as well as the obstacles and expectations faced.
2. Participatory observation was carried out during the PJOK learning process and in extracurricular sports activities, in order to see firsthand the learning strategy, student involvement and teacher behavior in observing student potential.
3. Documentation studies were used to obtain secondary data such as Learning Implementation Plans (RPP), lists of student participation in sports activities and school policies related to talent development.

3.5 Data Analysis Technique

Data were analyzed using the interactive analysis technique of the Miles and Huberman model (1994), which consists of three main stages, namely:

1. Data reduction, which is summarizing and selecting important data from the results of interviews, observations and documentation according to the research focus.
2. Data presentation, in the form of descriptive narratives, matrices or tables that make it easier for researchers to see patterns or relationships between data.
3. Drawing conclusions and verification, namely finding meaning, understanding trends and testing the validity of findings based on data triangulation.

3.6 Data Validity Test

To maintain data validity, this study used source and method triangulation techniques, namely comparing information obtained from various informants (teachers, students, principals, parents) and from various techniques (interviews, observations, documentation). In addition, member check was also carried out, namely reconfirming the results of data interpretation to informants so that the research results reflect the actual reality.

4. RESULTS AND DISCUSSION

4.1 General Description of the Implementation of PJOK Learning at Rawamangun 5 Jakarta State Elementary School

Based on the results of observations and interviews conducted during the research, it is known that the implementation of Physical Education, Sports and Health (PJOK) learning at Rawamangun 5 Jakarta State Elementary School is still running with a fairly conventional and normative pattern. PJOK teachers implement learning programs in accordance with the applicable curriculum with the main focus on the introduction of basic movements, simple

ball games, gymnastics, and basic athletics. However, this learning tends to be routine and has not placed the cultivation of sports talent as a top priority.

Interviews with PJOK teachers revealed that they realize the importance of fostering sports talent from an early age, but limited time and high workloads make the process of identifying and fostering student potential not run systematically. The principal also confirmed that so far the school's main focus has been on meeting the standards of the PJOK curriculum without a special program for the development of sports talent in a structured manner.

4.2 The Role of PJOK Teachers in Identifying and Cultivating Sports Talent

In this study, PJOK teachers play a central role as the main driver in recognizing and fostering students' sports potential. Based on Gardner's Multiple Intelligences theory (1983), teachers try to observe the characteristics of students, especially those who show high kinesthetic intelligence such as good movement coordination, speed and fine motor skills. However, the observations made are still informal and are not supported by specific tools or methods for sports talent detection.

From the interviews, teachers stated that they rely on observation during lessons and direct interaction in extracurricular sports activities. However, the process has not been standardized so it is still possible that there are talented students who are not detected. This is in accordance with the preliminary study findings which show that only around 15% of students are active in extracurricular sports activities and the majority of this involvement is more influenced by personal interest or parental encouragement rather than the results of the PJOK teacher's coaching.

4.3 Challenges in Coaching Students' Sports Talent

This study also found a number of major obstacles that hinder the optimization of the role of PJOK in fostering students' sports talent. First, the limited learning time for PJOK which is only allocated a few hours a week so that teachers find it difficult to accommodate intensive talent coaching activities. Second, the lack of professional training and support for PJOK teachers in systematically recognizing and developing students' potential.

Third, although sports facilities in schools are quite adequate such as multipurpose fields and sports halls, extracurricular sports programs have not been fully integrated with the PJOK learning program so that talent development is less sustainable. Fourth, there is still limited student participation caused by low motivation factors and lack of awareness of the importance of sports as a development of self-potential.

4.4 Opportunities and Strategies for Developing the Role of PJOK

Although there are obstacles, the study also found considerable opportunities to increase the role of PJOK in fostering sports talent. First, schools have facilities and extracurricular sports programs that can be used as a vehicle for developing student potential if managed in a more structured and systematic manner. Second, physical education teachers who have an understanding of kinesthetic intelligence theory and the concept of Vygotsky's Zone of Proximal Development (ZPD) (1978) can provide more targeted guidance and stimulation to improve students' motor skills and sports achievements.

As a strategy, PJOK teachers can implement a differentiated learning model that is tailored to the needs and potential of each student and conduct regular documentation and evaluation of student development. The involvement of parents and schools in supporting children's

sports activities is also an important factor that can increase motivation and sustainability of talent development.

4.5 Relationship of Findings with Previous Studies and National Regulations

The results of this study are in line with the findings of Harsi (2021), which emphasize that systematic and structured sports coaching can produce outstanding students. It is also consistent with the results of Fajriah and Pradana (2019) which show a significant relationship between the quality of PJOK learning and students' motivation and participation in sports.

In addition, these findings support the policies of Law Number 3 of 2005 and Regulation of the Minister of Education and Culture Number 81A of 2013 which place PJOK as a strategic subject in developing children's character and sports talent from an early age. However, implementation in the field still requires improvement to match the expectations of these regulations.

4.6 Research Implications

These findings provide an important picture for schools and education agencies to strengthen sports talent development programs at the primary school level. Schools need to increase the capacity of PJOK teachers through special training and technical assistance in conducting systematic talent identification and coaching. Furthermore, the development of extracurricular programs that are integrated with PJOK learning and optimal facility support must be a priority.

Learning approaches based on the theory of Multiple Intelligences and Zone of Proximal Development can be adopted more consistently as guidelines in designing children's sports coaching strategies. In addition, the involvement of parents and the school community needs to be strengthened to build an environment that supports the sustainable development of students' sports potential.

5. CONCLUSIONS

This study reveals that the implementation of Physical Education, Sports and Health (PJOK) at SD Negeri Rawamangun 5 Jakarta has a very important role in fostering students' sports talent but its implementation still faces various obstacles that hinder its effectiveness. PJOK teachers have carried out learning activities in accordance with the applicable curriculum but the focus on fostering sports talent is still sporadic and not systematically organized. This causes only a small number of students to be detected and fostered specifically, while the potential that exists in most students cannot be explored to the fullest.

This conclusion is in line with the concept of Multiple Intelligences developed by Gardner (1983), especially kinesthetic intelligence which is a major aspect in sports ability. PJOK teachers who understand and are able to identify students' kinesthetic intelligence have a greater chance of providing effective coaching. In addition, Vygotsky's (1978) Zone of Proximal Development (ZPD) theory emphasizes the importance of the teacher's role as a guide who provides appropriate support and challenges to help students develop their sporting abilities according to their potential.

This study also supports the findings of other experts, such as Hidayati and Sari (2019), who stated that the success of sports talent development is highly dependent on the teacher's ability to conduct early identification and provide appropriate learning interventions. In addition, a study by Wulandari (2021) found that students' motivation and interest are

strongly influenced by the quality of teacher interactions and a conducive learning atmosphere which further contributes to the development of sports talent significantly.

Thus, it can be concluded that the main factor in the success of sports talent development through PJOK does not only lie in the availability of facilities or extracurricular programs but is highly dependent on the competence of teachers in identifying and guiding students systematically and the support of an integrated school environment. Schools need to strengthen the capacity of PJOK teachers with adequate training and mentoring and integrate sports talent development programs into learning and extracurricular activities on an ongoing basis so that students' sports potential can develop optimally.

6. SUGGESTIONS

Based on the research findings regarding the role of PJOK in fostering students' sports talent at SD Negeri Rawamangun 5 Jakarta, there are several important suggestions to consider in order to increase the effectiveness of sports talent coaching in elementary schools. First, developing the competence of PJOK teachers must be a top priority. Schools and education offices should provide ongoing training that focuses not only on the technical aspects of sports but also on teachers' ability to systematically identify students' potential and implement learning strategies that are in accordance with the principles of Multiple Intelligences and Zone of Proximal Development. This training should also include differentiation approaches so that teachers are able to adapt learning to the needs and characteristics of each student.

In addition, it is very important for schools to design and implement a structured and integrated sports talent development program between formal PJOK learning and extracurricular activities. This program needs to be equipped with a regular monitoring and evaluation mechanism so that the development of students' talents can be monitored properly and coaching interventions can be carried out in a timely manner. The management of existing sports facilities must also be optimized in order to support coaching activities effectively and provide adequate training space for students with various types of sports.

Furthermore, there is a need to increase student motivation and participation through creative and fun learning. Teachers can develop innovative learning methods and provide appropriate challenges so that students feel challenged and motivated to develop their sports abilities. Support from parents and the school environment is also an important supporting factor so that their involvement in the coaching program must continue to be improved through good communication and socialization.

Finally, the researchers suggest that further research be conducted using quantitative and qualitative methods to get a broader and deeper picture of the effectiveness of sports talent coaching programs in various elementary schools including the supporting and inhibiting factors faced. The results of further research are expected to be the basis for more comprehensive and applicable policy recommendations in the development of physical education that is oriented towards developing children's sports talent from an early age.

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