

Classroom Management in Elementary Physical Education: A Management Function Perspective

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Abstract:

This study aims to analyze the implementation of classroom management functions in Physical Education, Sports, and Health (PJOK) to create a conducive learning environment in elementary schools. A qualitative case study design was employed in two public elementary schools in Cianjur Regency, namely SDN Murnisari and SDN Dewi Sartika. The participants included two PJOK teachers, two school principals, and students as supporting informants selected purposively based on their involvement in the learning process. The study was conducted over a three-month period from February to April 2025. Data were collected through in-depth interviews, participatory observation, and document analysis. Data validity was ensured through triangulation of sources and techniques, member checking, and prolonged engagement. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data reduction, data display, and conclusion drawing. The findings reveal that classroom management functions planning, organizing, actuating, and controlling were implemented systematically in both schools, although influenced by differences in resource availability and institutional support. Teachers in resource-limited settings relied on adaptive strategies, while those in well-supported environments implemented more structured and varied learning approaches. This study contributes by providing a comprehensive understanding of how classical management functions are operationalized in PJOK learning and offers practical insights for developing inclusive and conducive learning environments in elementary education.

Keyword: classroom management; conducive learning environment; elementary school; management functions; physical education

Introduction

In the context of 21st-century education, creating a conducive learning environment has become a fundamental prerequisite for achieving meaningful and holistic student development (Häkkinen et al., 2017). Schools are expected not only to enhance students' cognitive competencies but also to foster their physical, social, emotional, and moral growth (Cohen, Pickeral, & Levine, 2010). Physical Education, Sports, and Health (PJOK) plays a strategic role in achieving these multidimensional objectives because it integrates physical activity, social interaction, teamwork, and character formation within the learning process (Sukmanawati & Suherman, 2025). Unlike predominantly classroom-based subjects, PJOK requires dynamic interaction, active movement, and collaborative engagement, making classroom management more complex and demanding (Anwar, 2025a, 2025b). A conducive learning environment in PJOK does not merely refer to the availability of facilities, but also to the creation of a positive socio-

emotional climate that supports safety, motivation, inclusivity, and student participation (Bertills, Granlund, & Augustine, 2019).

Despite its importance, effective classroom management in PJOK remains a significant challenge in elementary schools (Erianti, Astuti, Zahri, & Haris, 2025). Teachers are required to manage diverse student abilities, prevent conflicts, ensure safety during physical activities, and maintain discipline while sustaining student enthusiasm. Previous studies have identified inconsistencies in classroom management practices, including unclear role distribution, weak conflict management, and limited engagement of certain student groups (Mulyaningsih, 2021). These challenges indicate a discrepancy between expected educational standards and actual classroom practices, particularly in elementary school settings where students are still developing basic behavioral and motor skills. Therefore, examining classroom management in PJOK through a structured and systematic lens becomes increasingly urgent.

Several international studies have emphasized the relationship between classroom management and student engagement in physical education. Coterón et al. (2024) highlighted that structured teaching styles significantly enhance student motivation and participation in physical education classes (Coterón, Fernández-Caballero, Martín-Hoz, & Franco, 2024). Similarly, Guo et al. (2023) demonstrated that perceived teacher support positively influences student engagement and learning outcomes (Guo et al., 2023). León et al. (2021) underscored the importance of cooperative classroom environments in improving academic performance and social interaction (León, Fernandez-Rio, Rivera-Pérez, & Iglesias, 2021), while Gage et al. (2018) confirmed that effective classroom management practices are closely associated with improved student behavior (León et al., 2021). However, most of these studies focus on secondary education contexts and emphasize instructional strategies rather than examining classroom management comprehensively through classical management functions such as planning, organizing, directing, coordinating, and controlling.

Furthermore, limited research has explored classroom management in elementary PJOK by integrating management theory frameworks. According to Terry (1972), management functions include planning, organizing, actuating, and controlling as interconnected processes to achieve organizational objectives effectively. Applying these functions within PJOK learning can provide a systematic approach to managing dynamic physical activities while maintaining order and inclusivity. However, empirical studies examining PJOK classroom management from this comprehensive management perspective remain scarce, particularly in Indonesian elementary school contexts (Terry, 1958).

Preliminary observations conducted at SDN Murnisari and SDN Dewi Sartika in Cianjur Regency reveal contextual differences in classroom management practices. Schools with limited facilities rely heavily on teacher creativity to modify learning media and emphasize character development and basic motor skills. In contrast, schools with adequate facilities and institutional support are able to implement more varied, competitive, and achievement-oriented learning strategies. Additionally, issues related to gender participation, inclusion of students with lower motor abilities, and consistency in implementing management functions were observed. These contextual variations highlight the need for deeper investigation into how classroom management functions are systematically applied in PJOK learning to create a conducive and inclusive environment.

The novelty of this study lies in its comprehensive examination of PJOK classroom management in elementary schools using an integrated management framework. Rather than focusing solely on instructional techniques, this research analyzes how planning, implementation, evaluation, and resource management functions interact to shape a conducive learning climate. By comparing two schools with

different resource conditions, this study contributes both theoretically and practically to the discourse on educational management and physical education. The findings are expected to provide strategic insights for PJOK teachers and school leaders in designing inclusive, safe, and well-managed learning environments that support student engagement, character development, and holistic growth.

Therefore, the research problem of this study is how classroom management functions are systematically implemented in PJOK learning to create a conducive learning environment in elementary schools. This study aims to analyze the implementation of classical management functions—planning, organizing, actuating, and controlling—in PJOK learning and to examine how these functions contribute to the development of a conducive and inclusive learning environment.

Literature Study

Classroom management refers to the strategies and processes used by teachers to create and maintain an orderly, productive, and supportive learning environment. In physical education contexts, classroom management is more complex than in traditional classroom settings due to the involvement of movement, physical interaction, equipment usage, and outdoor environments. According to (Gage, Scott, Hirn, & MacSuga-Gage, 2018), effective classroom management practices are strongly associated with improved student behavior and academic engagement. In physical education, structured management practices help prevent conflicts, reduce safety risks, and enhance participation.

Research by (Coterón et al., 2024) demonstrates that structured and autonomy-supportive teaching styles in physical education significantly improve student motivation and engagement. Similarly, (Guo et al., 2023) found that perceived teacher support directly influences students' active participation in physical education classes. These findings indicate that classroom management is closely tied to both instructional effectiveness and the socio-emotional climate of the learning environment. However, much of the existing research focuses on instructional techniques or motivational strategies rather than analyzing classroom management through a comprehensive managerial lens. This gap suggests the need to situate classroom management within broader organizational and management frameworks.

Classical management theory conceptualizes management as a systematic process consisting of interrelated functions. Terry (1972) outlines four essential functions: planning, organizing, actuating, and controlling. Planning involves setting objectives and preparing strategies; organizing refers to structuring tasks and allocating resources; actuating concerns directing and motivating individuals; and controlling ensures alignment between objectives and outcomes through supervision and evaluation. In educational settings, these functions are highly relevant. Planning corresponds to lesson preparation and instructional design; organizing relates to classroom structure and role distribution; actuating reflects teacher leadership and instructional delivery; and controlling involves assessment and classroom supervision. Applying this framework to classroom management provides a structured and systematic perspective rather than viewing management as isolated techniques. (Sugai & Horner, 2020) emphasize that sustainable classroom environments require consistent implementation and monitoring mechanisms. Without systematic controlling functions, even well-designed instructional strategies may fail to produce stable behavioral outcomes. Therefore, integrating management functions into classroom practices enhances both instructional coherence and behavioral consistency.

Although previous studies consistently highlight the importance of classroom management in improving student engagement and learning outcomes in physical education, several limitations remain. For instance, studies by Coterón et al. (2024) and Guo et al. (2023) emphasize the role of instructional strategies and teacher support in enhancing student motivation and participation; however, they do not comprehensively

address classroom management as a structured managerial process. Similarly, León et al. (2021) and Gage et al. (2018) focus on classroom climate and student behavior, yet their analyses are primarily centered on behavioral outcomes rather than on the systematic integration of management functions.

In contrast, classical management theory provides a comprehensive framework consisting of planning, organizing, actuating, and controlling; however, its application in the context of PJOK learning remains underexplored, particularly at the elementary school level. Existing studies tend to examine classroom management in isolation or focus on specific instructional techniques without integrating these functions into a coherent managerial system.

Therefore, a clear research gap exists in understanding how classroom management functions are systematically implemented and integrated within PJOK learning to create a conducive learning environment, especially in elementary education contexts.

Methods

This study employed a qualitative approach using a case study design. The qualitative method was selected to obtain an in-depth understanding of how classroom management functions are implemented in Physical Education, Sports, and Health (PJOK) learning to create a conducive learning environment in elementary schools. Qualitative research allows researchers to explore social interactions, contextual dynamics, and subjective experiences within natural settings (Creswell & Clark, 2017; Plano Clark, 2017). The case study design was chosen because it enables comprehensive investigation of contemporary phenomena within real-life contexts, especially when the boundaries between the phenomenon and its environment are not clearly distinguishable (Adrias & Ruswandi, 2025; Yin, 2017).

The research was conducted at two public elementary schools in Cianjur Regency, namely SDN Murnisari and SDN Dewi Sartika. The two schools were purposively selected based on methodological considerations aligned with the objectives of this study. Specifically, the selection followed the principle of information-rich cases in qualitative research, where cases are chosen for their potential to provide in-depth insights into the phenomenon under investigation. SDN Murnisari and SDN Dewi Sartika represent contrasting contextual conditions in terms of facilities, institutional support, and classroom management practices in PJOK learning. This variation enables a comparative and comprehensive understanding of how classroom management functions are implemented across different school contexts. Therefore, the selection of these sites is intended to capture the complexity and diversity of classroom management practices and to strengthen the analytical depth of the study.

Data were collected through methodological triangulation, including in-depth semi-structured interviews, participatory observation, and document analysis. Semi-structured interviews were conducted with PJOK teachers, principals, and selected students to explore the implementation of management functions planning, organizing, implementing, evaluating, and managing resources in PJOK learning. Participatory observations were carried out during PJOK classes to capture authentic teacher–student interactions, classroom dynamics, and management practices. Document analysis included reviewing lesson plans (RPP), syllabi, attendance records, evaluation reports, classroom rules, and other relevant administrative documents .

The research procedure consisted of three main stages: preparation, implementation, and analysis. During the preparation stage, research instruments such as interview guides and observation checklists were developed, and coordination with school authorities was conducted. The implementation stage involved collecting data through interviews, observations, and documentation review. Data analysis was conducted

simultaneously with data collection to allow adaptive refinement of emerging themes (Merriam & Tisdell, 2015; Shenton, 2004).

Data analysis followed the interactive model of (Miles, Huberman, & Saldaña, 2014), which includes three concurrent processes: data reduction, data display, and conclusion drawing/verification. Data reduction involved coding, categorizing, and organizing raw data according to major themes related to classroom management functions. Data display was conducted through descriptive narratives and thematic matrices to facilitate pattern identification. Finally, conclusions were drawn inductively and continuously verified to ensure coherence and consistency with empirical findings. NVivo 12 software was utilized to assist in organizing and visualizing qualitative data through node-based thematic analysis (Sonia Dalkin Natalie Forster & Carr, 2021).

To ensure trustworthiness, this study applied the four criteria proposed by (Lincoln & Guba, 1985): credibility, transferability, dependability, and confirmability. Credibility was strengthened through data triangulation, member checking, and prolonged engagement in the field. Transferability was ensured by providing rich and contextual descriptions of the research setting. Dependability was maintained through systematic documentation and peer debriefing, while confirmability was supported by maintaining an audit trail and reflective field notes throughout the research process. Through this qualitative case study approach, the research aims to provide a comprehensive and contextualized understanding of classroom management practices in PJOK learning and their contribution to creating a conducive and inclusive learning environment in elementary schools.

Results

Planning Function in PJOK Classroom Management

Planning represents the foundational management function that determines the direction, structure, and expected outcomes of PJOK learning. The findings indicate that planning practices at SDN Murnisari and SDN Dewi Sartika were guided by the Merdeka Curriculum and national education standards, yet they differed significantly in terms of strategic orientation and resource integration. Planning in both schools included the preparation of lesson plans (RPP), learning objectives, activity sequences, assessment strategies, and allocation of learning resources. However, contextual constraints influenced the depth and variation of planning in each institution.

At SDN Murnisari, planning was primarily focused on developing students' basic motor skills, discipline, cooperation, and sportsmanship. Due to limited facilities, the PJOK teacher incorporated adaptive strategies within lesson plans, anticipating potential constraints in equipment and space. Document analysis of lesson plans revealed that learning activities were designed using modified and improvised materials, such as plastic bottles as cones and benches as obstacle substitutes. This indicates that planning was not merely administrative compliance but a proactive managerial effort to anticipate operational challenges.

An interview with the PJOK teacher at SDN Murnisari highlighted this adaptive orientation:

“When we prepare the lesson plan, we must think about what equipment is actually available. If we don't have standard tools, we modify them. The important thing is that students can still practice basic movements safely.” (Teacher, interview, March 2025)

Observational data further confirmed that planning translated into structured class sequences. Warm-up routines, core activities, and cooling-down sessions were clearly outlined, even though equipment was limited. The teacher consistently prepared alternative activities to maintain student engagement and ensure

safety during physical interaction. This reflects Terry’s (1972) principle that effective planning requires anticipating obstacles and allocating resources efficiently to achieve objectives.

In contrast, planning at SDN Dewi Sartika was more comprehensive and strategically aligned with institutional goals. The PJOK teacher developed detailed lesson plans integrated with extracurricular sports programs and school achievement targets. Learning objectives extended beyond basic motor development to include competitive performance and talent identification. The availability of complete sports facilities allowed the teacher to design varied instructional methods, including simulations of official games and structured team competitions.

A school principal at SDN Dewi Sartika stated:

“We encourage teachers to align PJOK planning with school programs, including competitions and extracurricular development. Planning must support both character building and student achievement.” (Principal, interview, March 2025)

Field observations demonstrated that planning documents at SDN Dewi Sartika included detailed rubrics, structured skill progression, and integration with evaluation instruments. The presence of adequate facilities influenced the scope of learning design, allowing for diversified strategies and competitive learning formats.

The comparison of planning practices in both schools can be summarized as follows:

Planning Aspect	SDN Murnisari	SDN Dewi Sartika
Curriculum Basis	Merdeka Curriculum	Merdeka Curriculum integrated with school programs
Facility Consideration	Limited facilities; adaptive modification of media	Adequate facilities; structured use of sports equipment
Learning Focus	Basic motor skills and character formation	Skill mastery and competitive achievement
Documentation	Simplified lesson plans and daily teaching notes	Comprehensive lesson plans with detailed rubrics

Overall, the findings demonstrate that the planning function in PJOK classroom management operates as a strategic managerial process rather than a mere administrative requirement. Although contextual differences influence the depth and variation of planning, both schools illustrate that effective planning requires alignment between curriculum standards, resource conditions, and institutional objectives. This stage serves as the cornerstone for subsequent management functions organizing, actuating, and controlling within PJOK learning.

Organizing Function in PJOK Classroom Management

Organizing represents the managerial function that structures roles, responsibilities, coordination mechanisms, and resource allocation to ensure that planned activities are implemented effectively. The findings reveal that organizing practices in PJOK learning at SDN Murnisari and SDN Dewi Sartika were influenced by institutional capacity, human resources, and leadership involvement. Although both schools implemented PJOK within the same curriculum framework, differences emerged in coordination patterns and stakeholder engagement.

At SDN Murnisari, organizing was primarily teacher-centered due to limited staff and facilities. The PJOK teacher assumed multiple roles, including lesson planner, equipment organizer, class controller, and

evaluator. Observational data showed that before each lesson, the teacher independently arranged modified learning tools and ensured the safety of the practice area. Coordination with other teachers occurred informally, mainly related to schedule adjustments or shared use of limited space.

An interview with the PJOK teacher reflected this centralized structure:

“Because our facilities and staff are limited, I handle most of the preparation myself. Sometimes I coordinate with the homeroom teacher, but generally I manage the class independently.” (Teacher, interview, March 2025)

Despite this limitation, classroom organization during instruction was structured. Students were divided into small groups to optimize participation and maintain order. The teacher clearly assigned roles during group activities, such as team leaders or equipment handlers, to foster responsibility and cooperation. This practice aligns with Terry’s (1972) organizing principle, which emphasizes effective division of tasks to improve operational efficiency.

In contrast, organizing at SDN Dewi Sartika reflected a more collaborative and institutionalized structure. The PJOK teacher received support from the principal, fellow teachers, and the school committee in coordinating sports programs and competitions. Document analysis revealed that sports activities were integrated with extracurricular programs and scheduled systematically within the school calendar. This broader organizational network enabled smoother coordination of facilities, events, and student participation.

The school principal explained:

“PJOK is not managed individually. We coordinate it with extracurricular activities and school events. The committee also helps when there are competitions or equipment needs.” (Principal, interview, March 2025)

Observations further showed that class organization during lessons was more structured due to the availability of permanent sports fields and designated equipment storage. Students were grouped based on skill levels during certain activities, allowing differentiated instruction while maintaining discipline. This structured arrangement facilitated smoother transitions between activities and minimized classroom disruption.

The comparison of organizing practices in both schools is summarized below:

Organizing Aspect	SDN Murnisari	SDN Dewi Sartika
Role Distribution	Teacher-centered and multi-role responsibility	Shared responsibility among teachers and leadership
Coordination	Informal coordination with limited stakeholders	Formal coordination with principal and committee
Student Grouping	Simple group division for participation	Structured grouping based on skill and activity
Resource Allocation	Limited and improvised equipment management	Systematic equipment and facility management

Overall, the organizing function in both schools demonstrates that effective PJOK classroom management requires structured coordination of human and material resources. While SDN Murnisari relies on teacher autonomy and adaptability, SDN Dewi Sartika benefits from institutional collaboration and systematic

coordination. These findings reinforce the idea that organizing serves as a bridge between planning and implementation, ensuring that classroom dynamics remain structured, inclusive, and conducive to learning.

Actuating Function in PJOK Classroom Management

Actuating refers to the managerial function that mobilizes planned and organized resources into concrete actions to achieve predetermined objectives. In the context of PJOK learning, actuating involves directing student activities, maintaining discipline, fostering motivation, and ensuring safe and inclusive participation. The findings indicate that the actuating function in both SDN Murnisari and SDN Dewi Sartika was implemented through structured instructional sequences, behavioral guidance, and adaptive teaching strategies.

At SDN Murnisari, implementation emphasized maintaining order and encouraging participation despite limited facilities. Observational data showed that each PJOK session followed a consistent structure: opening activities (greeting, attendance check, and warm-up), core physical activities, and closing reflection. The teacher frequently used verbal instructions, demonstrations, and positive reinforcement to maintain student focus and discipline.

An interview with the PJOK teacher highlighted the importance of active supervision:

“During PJOK, I must continuously monitor students because they are very active. Clear instructions and consistent reminders are necessary to prevent accidents and maintain discipline.”
 (Teacher, interview, March 2025)

Field observations confirmed that the teacher actively moved around the field to supervise student movement, correct improper techniques, and mediate minor conflicts. Group-based activities were frequently used to promote cooperation and sportsmanship. Despite the absence of standard equipment, students remained engaged through modified games designed to maintain enthusiasm and participation. This reflects Terry’s (1972) actuating principle, which emphasizes leadership, direction, and motivation as essential components of implementation.

In contrast, actuating practices at SDN Dewi Sartika were characterized by more varied instructional strategies supported by adequate facilities. Teachers implemented competitive simulations, structured drills, and team-based tournaments to enhance engagement and skill mastery. Observations showed that transitions between activities were smooth due to clear pre-established routines and well-organized equipment storage.

The PJOK teacher at SDN Dewi Sartika explained:

“We try to combine discipline with enjoyment. Students are divided into teams, and sometimes we simulate real matches so they feel challenged and motivated.” (Teacher, interview, March 2025)

Furthermore, feedback was provided both collectively and individually. Teachers offered corrective guidance on movement techniques and encouraged students to reflect on teamwork and fair play. This practice contributed to building a supportive socio-emotional climate, which is essential for maintaining a conducive learning environment.

The comparison of actuating practices is summarized below:

Actuating Aspect	SDN Murnisari	SDN Dewi Sartika
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Instructional Structure	Consistent routine with modified activities	Structured and varied drills and simulations
Teacher Direction	Intensive supervision and verbal reinforcement	Balanced supervision with competitive motivation
Student Engagement	Cooperative group-based activities	Team-based competitions and structured tournaments
Classroom Climate	Emphasis on discipline and character building	Emphasis on discipline and performance development

Overall, the actuating function in both schools demonstrates that effective PJOK classroom management requires active teacher leadership, consistent supervision, and motivational strategies. While SDN Murnisari relies on teacher adaptability to sustain engagement under resource constraints, SDN Dewi Sartika leverages facility support to implement more varied and performance-oriented strategies. These findings confirm that actuating serves as the operational core of classroom management, translating planning and organizing into dynamic and controlled learning experiences.

Controlling Function in PJOK Classroom Management

Controlling represents the managerial function aimed at ensuring that implementation aligns with planned objectives through monitoring, evaluation, corrective action, and feedback mechanisms. In PJOK learning, controlling involves assessing student performance, supervising classroom behavior, maintaining safety standards, and reviewing instructional effectiveness. The findings indicate that both SDN Murnisari and SDN Dewi Sartika implemented controlling practices based on the Merdeka Curriculum framework, although the scope and instruments varied according to institutional capacity.

At SDN Murnisari, controlling practices were relatively simple yet consistent. Evaluation focused on three domains: cognitive understanding of rules, affective behavior such as discipline and sportsmanship, and psychomotor skill performance. Observational data revealed that the PJOK teacher frequently monitored students during activities and provided immediate corrective feedback when safety risks or improper techniques were observed. Documentation analysis showed that evaluation records were maintained in daily teaching journals and attendance sheets.

The PJOK teacher explained:

“Evaluation here is done through direct observation. I assess how students perform movements, how they behave in teams, and whether they follow instructions properly.” (Teacher, interview, April 2025)

Field observations confirmed that corrective actions were taken immediately during class, particularly when students demonstrated unsafe behavior or lacked cooperation. Although formal rubrics were limited, supervision was conducted continuously through direct interaction and monitoring. This approach reflects Terry’s (1972) controlling principle, emphasizing supervision and corrective action to ensure that implementation remains aligned with objectives.

In contrast, SDN Dewi Sartika demonstrated a more comprehensive controlling system. Evaluation included structured skill assessments, observation checklists, written quizzes, and portfolio documentation of student achievements. The availability of detailed assessment rubrics enabled more systematic monitoring of student progress. Furthermore, supervision extended beyond classroom sessions, including evaluation of extracurricular performance and competition outcomes.

The school principal noted:

“We evaluate not only classroom participation but also students’ development in sports competitions. Reports are reviewed periodically to ensure that learning objectives are achieved.”
(Principal, interview, April 2025)

Observations indicated that feedback was both formative and summative. Teachers provided personalized feedback to students regarding movement techniques and teamwork, while school leadership reviewed overall PJOK program effectiveness. This multilayered supervision contributed to a more structured controlling mechanism.

The comparison of controlling practices in both schools is summarized below:

Controlling Aspect	SDN Murnisari	SDN Dewi Sartika
Evaluation Focus	Cognitive, affective, psychomotor (basic level)	Cognitive, affective, psychomotor, and performance achievement
Assessment Tools	Direct observation and teacher notes	Rubrics, portfolios, quizzes, and competition records
Supervision Model	Teacher-centered monitoring	Collaborative supervision involving leadership
Corrective Action	Immediate verbal correction during activity	Structured feedback and program review meetings

Overall, the controlling function in both schools ensures alignment between planning and implementation through ongoing supervision and evaluation. While SDN Murnisari applies a simplified yet functional monitoring system suited to its contextual constraints, SDN Dewi Sartika implements a more systematic and multi-layered evaluation framework. These findings confirm that effective controlling practices are essential in sustaining discipline, safety, and learning quality within PJOK classroom management.

Discussion

This study demonstrates that classroom management in PJOK learning at SDN Murnisari and SDN Dewi Sartika reflects a systematic application of classical management functions planning, organizing, actuating, and controlling although implemented with varying degrees of institutional support. The findings confirm that classroom management in physical education is not merely a technical instructional matter but a managerial process that integrates strategic preparation, coordination, execution, and supervision to create a conducive and inclusive learning environment.

The planning function reveals how contextual conditions significantly influence instructional orientation. At SDN Murnisari, limited facilities required adaptive planning focused on basic motor skills and character formation. This aligns with Bevans et al. (2010), who emphasized that structural constraints can be mitigated through teacher creativity and proactive preparation (Bevans, Fitzpatrick, Sanchez, Riley, & Forrest, 2010). Meanwhile, SDN Dewi Sartika’s comprehensive planning integrated with school programs and extracurricular activities illustrates how institutional alignment enhances strategic direction. These findings reinforce Terry’s (1972) assertion that planning must anticipate operational challenges and align objectives with available resources.

The organizing function further highlights the importance of leadership structure and stakeholder collaboration. SDN Murnisari relied heavily on teacher autonomy, reflecting a centralized organizational model shaped by resource limitations. Conversely, SDN Dewi Sartika exhibited collaborative coordination

involving principals, teachers, and committees, demonstrating how distributed leadership strengthens program sustainability. This supports Gage et al. (2018), who argue that structured role distribution and coordinated practices positively influence classroom climate and student behavior. The comparison illustrates that effective organizing bridges planning and implementation by ensuring that human and material resources are optimally allocated.

In terms of actuating, the study confirms that teacher leadership, supervision, and motivational strategies are central to maintaining discipline and engagement in PJOK. Active monitoring, clear instructions, and group-based activities at SDN Murnisari fostered character development despite limited facilities. Meanwhile, SDN Dewi Sartika leveraged competitive simulations and structured drills to enhance motivation and skill mastery. These findings resonate with Coterón et al. (2024), who found that structured and autonomy-supportive teaching styles significantly improve student engagement in physical education. Additionally, Guo et al. (2023) emphasize that perceived teacher support contributes to stronger student participation and motivation, reinforcing the importance of effective actuating practices.

The controlling function underscores the role of supervision and evaluation in sustaining classroom order and learning quality. SDN Murnisari applied consistent yet simple monitoring through direct observation and immediate corrective feedback, while SDN Dewi Sartika implemented multi-layered evaluation systems including rubrics, portfolios, and institutional review. This distinction reflects how contextual capacity shapes evaluation sophistication without necessarily determining effectiveness. The findings align with Sugai and Horner (2019), who highlight that sustained behavioral support systems require consistent monitoring and feedback mechanisms to maintain positive classroom environments.

Importantly, the comparative analysis of the two schools reveals that the success of PJOK classroom management is not solely dependent on facility availability but on the teacher's managerial competence in integrating management functions coherently. While adequate resources enable greater instructional variety and competitive orientation, creativity and adaptive leadership can compensate for structural limitations. This supports the argument that classroom management effectiveness emerges from the dynamic interaction between leadership skills, contextual adaptation, and institutional support.

The study contributes to the educational management literature by situating PJOK classroom practices within a comprehensive management framework rather than treating them as isolated instructional techniques. Unlike previous studies that emphasize engagement or motivation independently, this research demonstrates how management functions collectively shape a conducive learning climate in elementary physical education. By integrating classical management theory with empirical classroom practice, the study provides a holistic perspective that bridges educational management and physical education scholarship.

Overall, the findings suggest that strengthening managerial competencies among PJOK teachers particularly in strategic planning, collaborative organizing, adaptive leadership, and systematic supervision is essential for sustaining inclusive and effective learning environments. Future research may explore quantitative measures of the relationship between management functions and student outcomes or examine similar frameworks across broader educational contexts.

Conclusions

This study concludes that classroom management in Physical Education, Sports, and Health (PJOK) learning reflects the systematic implementation of classical management functions planning, organizing, actuating, and controlling in creating a conducive learning environment in elementary schools. The findings demonstrate that effective classroom management is not solely determined by the availability of facilities but largely depends on teachers' managerial competence in integrating these functions within dynamic learning contexts.

From a practical perspective, this study provides several concrete implications. For PJOK teachers, the findings suggest the importance of developing structured lesson planning that anticipates resource constraints, implementing clear role distribution during activities, and applying consistent supervision and feedback to maintain safety and student engagement. Teachers are also encouraged to use adaptive strategies, such as modifying equipment and designing cooperative and competitive activities, to accommodate diverse student abilities. For school leaders, the results highlight the need to support PJOK implementation through institutional coordination, provision of adequate facilities, and integration of physical education programs with extracurricular and school development plans. Strengthening collaboration among teachers, principals, and school stakeholders is essential to ensure sustainable and well-managed learning environments.

In terms of future research, more specific directions are recommended. Future studies should investigate the long-term impact of classroom management functions on student behavioral and learning outcomes through longitudinal designs. Quantitative or mixed-method approaches are needed to measure the effectiveness of each management function more precisely. Additionally, further research could explore the integration of technology-assisted management strategies in PJOK learning or conduct comparative studies across different regions and school types to enhance generalizability and contextual understanding.

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