

On The Job Training Assistance at UPTD SDN 34 Pakere to Improve Teacher Competence in Physical Activity-Based Learning

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Abstrak

Guru merupakan aktor utama dalam implementasi pembelajaran yang efektif dan bermakna bagi siswa. Di UPTD SDN 34 Pakere, guru-guru telah menunjukkan dedikasi tinggi dalam menjalankan tugas mengajar, namun masih menghadapi tantangan dalam mengintegrasikan aktivitas fisik ke dalam proses pembelajaran sehari-hari. Keterbatasan pemahaman tentang metode pembelajaran berbasis aktivitas fisik dan kurangnya pengalaman praktis dalam menerapkannya menjadi kendala utama. Kegiatan Pengabdian kepada Masyarakat ini bertujuan untuk meningkatkan kompetensi guru melalui pendampingan on the job training (OJT) dalam mengintegrasikan aktivitas fisik ke dalam pembelajaran di kelas. Metode pelaksanaan menggunakan pendekatan deskriptif-partisipatif dengan melibatkan 12 guru UPTD SDN 34 Pakere. Kegiatan dilaksanakan melalui tahapan sosialisasi, workshop praktis, pendampingan implementasi di kelas, dan refleksi bersama. Teknik pengumpulan data dilakukan secara kualitatif melalui observasi langsung, wawancara, dan dokumentasi kegiatan. Hasil kegiatan menunjukkan bahwa pendampingan OJT mampu meningkatkan pemahaman guru tentang pentingnya integrasi aktivitas fisik dalam pembelajaran, meningkatkan keterampilan praktis dalam merancang dan melaksanakan pembelajaran berbasis aktivitas fisik, serta meningkatkan kepercayaan diri guru dalam berinovasi di kelas. Guru mulai memahami bahwa aktivitas fisik tidak hanya penting untuk kesehatan siswa, tetapi juga dapat meningkatkan konsentrasi, motivasi belajar, dan hasil belajar siswa. Pendekatan OJT yang memberikan pendampingan langsung di lapangan terbukti efektif membantu guru mengatasi hambatan teknis dan meningkatkan implementasi pembelajaran yang lebih aktif dan menyenangkan. Kegiatan ini menunjukkan bahwa pendampingan OJT dapat menjadi strategi pengembangan profesional guru yang aplikatif dan berkelanjutan di lingkungan sekolah dasar.

Kata Kunci: On the Job Training; Pengembangan Kompetensi Guru; Pembelajaran Berbasis Aktivitas Fisik; Pendidikan Jasmani; Sekolah Dasar

Abstract

Teachers are the main actors in implementing effective and meaningful learning for students. At UPTD SDN 34 Pakere, teachers have shown high dedication in carrying out their teaching duties but still face challenges in integrating physical activities into daily learning processes. Limited understanding of physical activity-based learning methods and lack of practical experience in implementing them are the main obstacles. This Community Service activity aims to improve teacher competence through on-the-job training (OJT) assistance in integrating physical activities into classroom learning. The implementation method uses a descriptive-participatory approach involving 12 teachers from UPTD SDN 34 Pakere. The activity was carried out through stages of socialization, practical workshops, implementation assistance in the classroom, and joint reflection. Data collection techniques were carried out qualitatively through direct observation, interviews, and activity documentation. The results showed that OJT assistance was able to increase teachers' understanding of the importance of integrating physical activity in learning, improve practical skills in designing and implementing physical activity-based learning, and increase teachers' confidence in innovating in the classroom. Teachers began to understand that physical activity is not only important for student health, but can also improve concentration, learning motivation, and student learning outcomes. The OJT approach that provides direct assistance in the field has proven effective in helping teachers overcome technical barriers and improve the implementation of more active and enjoyable learning. This activity shows that OJT assistance can be an applicable and sustainable teacher professional development strategy in elementary school environments.

Keywords: On The Job Training; Teacher Competency Development; Physical Activity-based Learning; Physical Education; Elementary School

INTRODUCTION

Basic education is an important foundation in shaping students' character and competencies that will determine their success at the next level of education (Ministry of Education and Culture, 2020). Teachers as the main actors in the learning process have a strategic role in creating meaningful, fun, and effective learning experiences for students (Darling-Hammond et al., 2017). In the context of 21st century education, teachers are not only required to master the subject matter but must also be able to use learning methods that are innovative, interesting, and in accordance with the characteristics of student development (Voogt & Roblin, 2012).

One of the important aspects that is often overlooked in elementary school learning is the integration of physical activity into the daily learning process (Bailey et al., 2009). Research shows that physical activity has a positive

impact not only on students' physical health, but also on cognitive function, concentration, learning motivation, and academic achievement (Donnelly et al., 2016; Mavilidi et al., 2018). When students engage in structured physical activity, blood flow to the brain increases, neurotransmitters that support learning are produced more optimally, and stress levels are reduced (Hillman et al., 2008). This creates ideal conditions for students to better receive, process, and remember information.

Although the benefits of physical activity in learning have been scientifically proven, its implementation in the field still faces various challenges. Based on the results of initial observation and coordination with the UPTD SDN 34 Pakere, it was found that most teachers have not optimally integrated physical activity into classroom learning. Learning tends to be still conventional with students sitting for long periods of time, while opportunities to move and physical activity are very limited. This condition is exacerbated by the limited hours of physical education, sports and health (PJOK) lessons which are only twice a week, so that students' daily physical activity needs are not optimally met (Arga & Fitri, 2025).

The main factor that causes the low integration of physical activity in learning is the limited knowledge and skills of teachers in designing and implementing physical activity-based learning (Webster et al., 2015). Many teachers think that physical activity can only be done during PJOK class hours or during breaks, even though physical activity can and should be integrated into various subjects such as mathematics, Indonesian language, science, and others (Mullender-Wijnsma et al., 2015). In addition, teachers also face obstacles in terms of classroom management when it involves physical activity, worried that it will disrupt the focus of learning or cause the class to become uncontrollable.

To overcome these problems, a teacher professional development program is needed that not only provides theoretical knowledge, but also provides practical experience and direct assistance in implementation in the classroom. On the Job Training (OJT) is one of the competency development methods that has proven effective because it provides teachers with opportunities to learn on the job, receive direct guidance from facilitators, and reflect on their teaching practices on an ongoing basis (Kraft et al., 2018). The OJT approach allows for more effective knowledge and skill transfer because it is carried out in a real context in accordance with the challenges faced by teachers in the field.

Based on this background, this Community Service activity is designed to provide OJT assistance to UPTD SDN 34 Pakere teachers in integrating physical activities into classroom learning. Through socialization, practical workshops, implementation assistance in the classroom, and joint reflection, it is hoped that teachers can improve their competence in designing and implementing learning that is more active, fun, and effective. This activity is also expected to have a positive impact on the quality of learning and student welfare at UPTD SDN 34

Pakere, as well as become a model for teacher professional development that can be replicated in other schools.

METHOD OF IMPLEMENTATION OF ACTIVITIES

This Community Service activity is carried out using a descriptive-participatory approach that emphasizes the active involvement of participants in the entire series of activities. This approach was chosen because the main objective of the activity was to build teachers' practical competence through hands-on experience, rather than solely to test the effectiveness of the intervention experimentally. The service model used is oriented towards capacity building, especially in the aspect of improving teachers' pedagogic and professional competence in integrating physical activities into learning (Badwi et al., 2025; Rerung et al., 2025).

Design and Approach to Activities

The design of this service activity refers to the principle of on the job training (OJT), which is learning that takes place through direct practice in the workplace with guidance and assistance from competent facilitators (Jacobs & Bu-Rahmah, 2012). The OJT approach is considered appropriate for teacher competency development because it allows participants to directly apply the knowledge and skills learned in the real-life context of their classrooms. In the context of education, OJT has been shown to be effective in increasing teacher confidence, reducing the gap between theory and practice, and facilitating sustainable teaching behavior change (Darling-Hammond et al., 2017).

Mentoring in this activity is not delivered in the form of one-way training alone, but is packaged in interactive activities that include workshops, lesson studies, guided teaching practices, and collaborative reflection. Through this approach, teachers are expected to be able to identify the challenges they face, understand practical solutions that can be implemented, and learn from the experiences of fellow teachers. This approach is in line with the view that teachers' professional development will be more effective when teachers are actively involved in the learning process and have the opportunity to collaborate with peers (Desimone, 2009).

Subject and Location of the Activity

The subjects in this service activity were 15 teachers of UPTD SDN 34 Pakere consisting of classroom teachers and subject teachers. All participants are active teachers who teach at various grade levels from grade 1 to grade 6. The selection of teachers as the target of activities is based on the consideration that they are the spearhead in the implementation of classroom learning, and the improvement of their competence will have a direct impact on the quality of student learning.

The activity was carried out at UPTD SDN 34 Pakere, Maros Regency, South Sulawesi Province. The selection of this location aims to create a contextual and familiar atmosphere for participants, so that the learning

process can take place naturally and relevant to the conditions they face every day. An authentic school environment also makes it easier for teachers to relate the mentoring experience to real conditions in the classroom.

Stages of Implementation of Activities

The implementation of this service activity is carried out through several stages that are mutually sustainable, namely the preparation stage, socialization, practical workshops, implementation assistance, and reflection.

The first stage is preparation, which includes coordination with the school, identification of teacher needs, preparation of modules and training materials, and preparation of learning equipment and media. At this stage, the service team also conducts initial observations to understand learning conditions in schools and identify specific challenges faced by teachers.

The second stage is socialization, which aims to provide participants with an initial understanding of the importance of physical activity in learning, the concept of physical activity-based learning, and its benefits for students' cognitive, affective, and psychomotor development. The socialization was carried out interactively by involving discussions about teachers' experiences in teaching and the challenges they faced.

The third stage is a practical workshop, which is the core of OJT's activities. At this stage, teachers are invited to learn and practice various strategies and techniques to integrate physical activity into learning. The workshop included: (1) an introduction to the types of physical activities that can be integrated into learning, (2) techniques for designing lesson plans that integrate physical activities, (3) classroom management strategies during physical activities, and (4) hands-on practice of designing and implementing physical activity-based learning in small groups.

The fourth stage is implementation assistance in the classroom, where teachers apply physical activity-based learning that has been designed in their respective classes. The service team makes observations and provides constructive feedback during the implementation process. Mentoring is done individually to ensure each teacher gets guidance that suits their needs.

The fifth stage is reflection and evaluation, which is carried out after implementation in the classroom. At this stage, teachers are invited to reflect on their experiences, share their challenges and successes, and discuss improvement strategies for further learning. Reflection was carried out in a group discussion forum facilitated by the service team.

Data Collection Techniques

The data collection technique in this service activity is carried out qualitatively through three main methods, namely direct observation, interviews, and documentation. Observations were made by the service team during the workshop and implementation in the classroom to record teacher responses, group dynamics, and behavior patterns that emerged during the activity. Interviews were conducted in a semi-structured manner with teachers

to explore their understanding, experiences, and perceptions of mentoring activities. Documentation is done through photos, videos, and field notes to comprehensively record activities.

Data Analysis Techniques

The data obtained from observations, interviews, and documentation were analyzed in a descriptive-thematic manner by grouping findings based on the main themes that emerged, such as concept understanding, practical skills, confidence, and implementation challenges. This analysis aims to illustrate how OJT mentoring affects teachers' competence and teaching practices. The results of the analysis are then used as a basis for discussion to relate field findings to the concept and theory of teacher professional development.

IMPLEMENTATION OF ACTIVITIES AND DISCUSSIONS

Implementation of OJT Assistance Activities

The implementation of this Community Service activity is carried out through a series of activities that are designed in a participatory and contextual manner, adjusting to the characteristics of teachers and learning conditions at UPTD SDN 34 Pakere. The activity began with a socialization session that aimed to build an initial understanding of the importance of integrating physical activity in learning.

At this stage, the facilitator conveys the basic concepts of physical activity-based learning, its benefits for student development, and practical examples that can be applied in various subjects. Socialization is carried out dialogically so that teachers can relate the material to their daily teaching experience.



Figure 1. Photo with Teachers and Service Team

The next stage is the implementation of practical workshops, which are the core of the OJT learning process. The workshop is designed to provide

teachers with hands-on experience in designing and implementing physical activity-based learning. Teachers are divided into small groups based on the grade level they teach, then asked to design a lesson plan that integrates physical activity. The activities designed include brain breaks (active breaks), movement learning (kinesthetic learning), educational games, and the integration of physical activity in certain subject matter.

After designing the lesson plan, teachers practice the learning that has been designed in a peer teaching simulation, where they take turns as teacher and student. This process provides teachers with the opportunity to experience firsthand the dynamics of physical activity-based learning, identify challenges that may arise, and get feedback from peers and facilitators. This approach is in line with the principle of experiential learning which emphasizes that learning will be more meaningful when participants experience situations that are relevant to the context of their performance (Kolb, 1984).

After the workshop, the activity continued with implementation assistance in the classroom. At this stage, each teacher implements physical activity-based learning that has been designed in their respective classrooms. The service team conducts classroom observations to observe the implementation process, provide technical support when needed, and record important things that happen during learning. Mentoring is carried out in a non-intrusive manner so that teachers can teach naturally, and students do not feel disturbed by the presence of observers.

After the implementation in the classroom, the activity was closed with a structured reflection session. At this stage, teachers are invited to express their experiences, feelings, and thoughts that arise during implementation. Reflection is facilitated with triggering questions that encourage teachers to identify what is working, what is still a challenge, and how to improve strategies for further learning. This reflection process aims to help teachers build self-awareness of their teaching practices and develop the ability to continuously learn and innovate.

Results of Participant's Observations and Reflections

Based on the results of observations during the activities and the reflections of the participants, several main themes were found that described the impact of OJT assistance on teacher competence. The first theme is to increase teachers' understanding of the importance of physical activity in learning. At the beginning of the activity, most teachers think that physical activity is only relevant for PJOK class hours or during breaks. However, after participating in socialization and workshops, teachers begin to understand that physical activity can and should be integrated into various subjects to improve student concentration, motivation, and learning outcomes. This understanding is reflected in the statement of one of the teachers who stated, "I just realized that simple movements such as rhythmic applause or standing while answering questions can make students more focused and less sleepy."

The second theme that emerged was the improvement of teachers' practical skills in designing and implementing physical activity-based learning. Observations show that in the early stages, many teachers feel confused about how to integrate physical activity without disrupting the flow of learning. However, through workshops and direct mentoring, teachers begin to master various practical strategies such as using brain breaks in the middle of learning, turning math problems into physical games, or using gestures to help students remember concepts. This skill can be seen from the lesson plan designed by teachers that is increasingly creative and contextual.

The third theme is increasing teachers' confidence in innovating in the classroom. In the reflection stage, some teachers revealed that they previously felt hesitant to try new learning methods because they were worried about failing or getting negative grades. However, OJT's assistance that provides direct support and creates a safe space for learning makes teachers more confident to experiment. One of the teachers said, "Now I'm not afraid to try new things anymore. If something doesn't fit, I can fix it in the next lesson."

The fourth theme is related to students' positive responses to physical activity-based learning. Classroom observations show that students appear more enthusiastic, active, and enjoy the learning process when teachers integrate physical activity. Students who previously tended to be passive become more engaged, and the classroom atmosphere becomes more dynamic and fun. Teachers report that learning becomes more effective because students understand the material more easily when it involves movement and hands-on experience.

The fifth theme is the identification of challenges in implementation. While the overall activities had a positive impact, teachers also identified some challenges such as classroom limitations, large student numbers, and concerns about classroom management. However, through discussion and reflection together, teachers share strategies to overcome the challenge, such as using physical activities that don't require much space or organizing students in small groups.

Discussion

The findings of this activity show that OJT assistance can improve teachers' competence in integrating physical activities into learning. This is in line with teacher professional development theory which states that learning is more effective when it is done in a real-world workplace context, involves hands-on practice, and is accompanied by constructive feedback (Darling-Hammond et al., 2017). When teachers get the opportunity to learn on the job, they can instantly apply new knowledge and reflect on their practice, which in turn accelerates the process of internalizing competencies.

Other research has also shown that the integration of physical activity in learning has a positive impact on students' cognitive function and academic achievement (Donnelly et al., 2016; Mavilidi et al., 2018). The findings in this service activity confirm the results of the study, where teachers reported that

students showed increased concentration, motivation, and understanding when learning involved physical activity. Thus, the integration of physical activity is not only beneficial for students' physical health, but also an effective pedagogical strategy to improve the quality of learning.

In addition, the use of the OJT approach also strengthens the effectiveness of mentoring because it provides a meaningful learning experience for teachers. Through hands-on experience and structured reflection, teachers not only understand concepts cognitively, but also relate them to real dynamics in the classroom. This approach supports the view that teachers' professional development will be more effective when integrated into daily teaching practices and provide opportunities for collaboration with peers (Desimone, 2009).

This activity also shows the importance of creating a culture of continuous learning in schools, where teachers have room to experiment, share good practices, and continuously develop their competencies. The collaborative reflection facilitated in this activity can be a model for building a professional learning community in schools, which has been shown to be effective in improving the quality of learning (DuFour & Eaker, 1998).



Figure 2. OJT Implementation Process

CONCLUSION

Community Service activities in the form of on-the-job training (OJT) assistance to improve teachers' competence in physical activity-based learning at UPTD SDN 34 Pakere have been carried out well and in accordance with the planned goals. This activity is designed as an effort to strengthen teachers' pedagogic and professional competencies through an applicative and contextual approach, emphasizing learning through hands-on experience, guided practice, and collaborative reflection.

Based on the results of the participants' observations and reflections, this activity has a positive impact on increasing teachers' understanding of the importance of integrating physical activities in learning, improving practical skills in designing and implementing physical activity-based learning, and increasing teachers' confidence in innovating in the classroom. Teachers begin to understand that physical activity is not only important for students' health, but can also improve student concentration, motivation, and learning outcomes. This awareness contributes to the creation of more active, fun, and effective learning.

OJT's approach that provides direct assistance in the field has proven to be effective in helping teachers overcome technical and psychological obstacles in implementing new learning methods. Through hands-on experience and structured reflection, teachers not only understand the concept of physical activity-based learning theoretically but are also able to relate it to real-life situations in their classrooms. These findings reinforce the view that teachers' professional development will be more meaningful when integrated into daily teaching practices and provide opportunities for collaboration with peers.

Overall, this service activity shows that OJT assistance can be an applicative, effective, and sustainable teacher professional development strategy in the elementary school environment. The mentoring model applied in this activity has the potential to be developed and replicated in other schools, as part of efforts to improve the quality of learning in a more holistic and sustainable manner. For the sustainability of the program, it is recommended that schools facilitate the formation of professional learning communities where teachers can continue to share good practices and support each other in innovating.

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