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STRATEGY TO IMPROVE THE QUALITY OF PJOK TEACHERS AND ISORI ADMINISTRATORS TO IMPROVE SPORTS EDUCATION IN TANAH DATAR

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Abstract. Improving the quality of physical, sports, and health education (PJOK) is an important factor in the formation of a healthy and competent young generation. In Tanah Datar Regency, PJOK teachers and the management of the Indonesian Sports Scholars Association (ISORI) play a strategic role in advancing sports education. However, there are obstacles in the implementation of routine training, the use of learning technology, and the limitations of adequate sports facilities. This study aims to analyze efforts to improve the quality of PJOK teachers and ISORI administrators in Tanah Datar Regency, with a focus on education, training, the role of administrators, sports facilities, and their impact on students. Methods This research uses a qualitative approach. Data were obtained through in-depth interviews, direct observations, and documentation studies to get a comprehensive picture of the quality of PJOK education and the role of ISORI administrators. The results show that most PJOK teachers have participated in the training, although the implementation is less structured and the use of technology is still low. ISORI administrators are actively holding trainings and seminars, despite coordination and resource constraints. Most schools have adequate sports facilities, but some still need the government's attention. Improving the quality of teachers and the ISORI program has been proven to increase student motivation, participation, achievement, and encourage a healthy lifestyle. In conclusion, improving the quality of PJOK teachers and ISORI administrators plays an important role in advancing sports education in Tanah Datar Regency. Continuous training, improved coordination, and the provision of adequate facilities are needed to achieve this goal. The impact is not only seen in the improvement of student achievement, but also in the formation of a sustainable healthy lifestyle.

Keywords: *Physical Education, PJOK Teachers, ISORI, Sports Facilities.*

I. INTRODUCTION

Physical education, sports, and health (PJOK) is an important part of the formation of a healthy, disciplined, and accomplished young generation. Through PJOK, students are not only taught physical skills, but also values such as cooperation, sportsmanship, and a healthy lifestyle (Situmorang et al., 2024; Suwarni et al., 2024). However, in various regions including Tanah Datar Regency, challenges in improving the quality of PJOK teachers, such as the implementation of unstructured training and the low use of technology in learning, are still the main obstacles. In addition, the strategic role of the management of the Indonesian Sports Scholars Association (ISORI) in supporting the improvement of teacher competence is also faced with limited coordination and resources. On the other hand, the uneven availability of sports facilities in several schools is also an obstacle in optimizing PJOK learning.

This condition encourages the importance of planned and sustainable efforts to improve the quality of sports education, which not only has an impact on student achievement but also on the formation of a healthy lifestyle as a provision for the future (As et al., 2024; Jaya et al., 2021).

Previous research has shown that teacher quality has a crucial role in learning success, including in the fields of physical education, sports, and health (PJOK) (Ikhsan & Febrianta, 2023; Sudarso et al., 2023). Competent teachers are not only able to provide physical skill-based learning but can also instill positive values such as sportsmanship, cooperation, and a healthy lifestyle. Continuous teacher training, both organized by the government and professional organizations, has been identified as one of the effective strategies to improve teacher competence (Da'i et al., 2024; Diharjo & Wiguno, 2021). However, in many regions, the

implementation of training still faces challenges, such as lack of program integration, budget limitations, and low use of technology in learning. This research continues the discussion on the importance of the role of training, with a special focus on implementation in Tanah Datar Regency.

In addition, the management of the Indonesian Sports Scholars Association (ISORI) plays a strategic role in supporting the development of teacher quality and sports education. ISORI in several regions has actively organized various programs such as seminars and training for PJOK teachers. However, limited coordination with educational institutions and resources is often a barrier to the effectiveness of the program (Kristina et al., 2024; Saitya, 2022). This study complements the previous study by providing an in-depth analysis of the contribution of ISORI administrators in supporting sports education in Tanah Datar Regency, including the challenges faced. By combining aspects of teacher quality, organizational roles, and the availability of sports facilities, this study offers a new perspective on how a holistic approach can improve sports learning and its impact on students (Hasibuan et al., 2024; Shandi, 2023).

The novelty of this study lies in its qualitative approach in analyzing efforts to improve the quality of physical, sports, and health education (PJOK) in Tanah Datar Regency, by integrating three main aspects: the quality of teachers, the role of the management of the Indonesian Sports Scholars Association (ISORI), and the availability of sports facilities. This study not only evaluates the effectiveness of the training and programs that have been implemented, but also highlights specific challenges, such as inter-agency coordination and the use of technology in PJOK learning (Manullang et al., 2023; Wani et al., 2022). In addition, this study makes a new contribution by identifying the synergistic impact between efforts to improve the quality of teachers and the role of ISORI administrators on student motivation, participation, and healthy lifestyles, which have not been widely discussed in previous studies. This approach is expected to be the basis for more targeted policy planning in the development of sports education at the regional level (Solissa et al., 2023; Suganda et al., 2021).

Although physical education, sports, and health (PJOK) has a strategic role in shaping a healthy and characterful young generation, the quality of PJOK teachers in Tanah Datar Regency still faces various challenges. One of the main problems is the lack of structured and ongoing training (Lestari et al., 2021; Prayadi & Putra, 2022). Most PJOK teachers have participated in training, but the implementation still depends on individual or external initiatives, without an integrated program from related agencies. In addition, the use of technology in PJOK learning is still low, which results in less optimal innovation and effectiveness of teaching methods. This shows the need for a more systematic approach to improve teacher competence in the face of modern learning demands (Kakazu & Chow, 2023; Kurniawan et al., 2022).

In addition to problems at the teacher level, the management of the Indonesian Sports Scholars Association

(ISORI) also faces obstacles in carrying out their roles. Although ISORI actively conducts trainings and seminars to support the improvement of PJOK teacher competence, the limitations of coordination with educational institutions and available resources are a major obstacle. The programs initiated are often unsustainable and not optimally supported by related parties. On the other hand, the uneven availability of sports facilities in several schools has worsened this condition, so that PJOK learning activities in certain schools cannot run optimally. These problems show the need for a comprehensive solution, involving the collaboration of various parties to support the development of sports education in Tanah Datar Regency.

II. METHODS

This study uses a Qualitative approach with a descriptive method to analyze the quality of PJOK teachers, the role of ISORI administrators, and the condition of sports facilities in Tanah Datar Regency. Data were obtained through surveys, in-depth interviews, direct observations, and documentation studies. The survey was used to understand the current conditions related to the quality of teachers, the role of ISORI, and the availability of sports facilities. In-depth interviews were conducted with PJOK teachers, ISORI administrators, and school principals to obtain more detailed information on the challenges and opportunities in improving sports education. Direct observation is carried out in schools to evaluate the availability and quality of sports facilities. Documentation studies are used to supplement data from relevant sources such as activity reports, training documents, and sports education policies.

The population of this study includes all PJOK teachers, ISORI administrators, and school principals in Tanah Datar Regency. The sample was determined by stratified random sampling technique to ensure representation of various levels of schools and geographical locations. Data analysis is carried out in a Qualitative descriptive manner using simple statistics to identify patterns and trends, and is supported by qualitative analysis to provide in-depth explanations. This approach is designed to provide a comprehensive overview of the factors affecting the quality of sports education in the region as well as formulate relevant recommendations for its improvement.

III. FINDINGS AND DISCUSSION

This research aims to find out how efforts to improve the quality of PJOK teachers and administrators of the Indonesian Sports Scholars Association (ISORI) in Tanah Datar Regency. The research was conducted using a qualitative descriptive method involving interviews, observations, and documentation studies.

Some of the results found in this study are:

Quality of PJOK Teacher Education and Training:

“Most of the PJOK teachers in Tanah Datar Regency have participated in relevant training and education, but there

are still some teachers who have not received regular training”.

“Training programs at the regional level are still limited, so the development of PJOK teachers' skills is more often dependent on individual initiatives and training organized by non-regional parties”.

“The use of technology in PJOK learning in schools is still low, although there have been several initiatives to integrate technology-based learning methods”.

Role of ISORI Management:

“ISORI administrators in Tanah Datar Regency have a considerable role in developing the quality of sports in the area, both through training, seminars, and other activities involving the physical education community”.

“However, there are still challenges in terms of coordination between ISORI administrators and educational institutions in the regions, which affect the effective implementation of sports programs”.

“Pengurus ISORI is also active in building cooperation with various parties, but financial constraints and lack of human

resources are obstacles in the implementation of these programs”.

Facilities and Infrastructure:

“Most schools in Tanah Datar Regency already have adequate sports facilities, although there are still certain schools that lack sports facilities”.

“The procurement of quality sports facilities is still an important issue that needs attention from local governments to support the development of physical education and sports in this region”.

The Effect of Quality Improvement on Students:

“Improving the quality of PJOK teachers and ISORI administrators can directly affect student motivation and achievement in the field of sports”.

“Some schools that have high-quality PJOK teachers show increased student participation in sports activities, which in turn also affects the healthy lifestyle of students”.

The following are the results of the research in the form of a table to facilitate understanding:

Table 1. Tabulation of Qualitative data on improving the quality of PJOK teachers and ISORI administrators in Tanah Datar Regency

Research Aspects	Findings/ Results
Quality of PJOK Teacher Education and Training	- Most teachers have participated in training, but it is not routine.- The existing training is limited at the regional level.- The use of learning technology is still low.
Role of ISORI Management	- ISORI management is active in developing the quality of sports through training and seminars.- There are obstacles in coordination with educational institutions.- Lack of resources and funds for the implementation of the program.
Facilities and Infrastructure	- Some schools have adequate sports facilities.- Some schools lack adequate sports facilities.
The Effect of Quality Improvement on Students	- Improving the quality of PJOK and ISORI teachers increases student motivation and achievement in sports.- Students who are involved in sports show a healthy lifestyle.

The table above summarizes the findings of the research on improving the quality of PJOK teachers and ISORI administrators in Tanah Datar Regency.

Discussion

The results of the study show that the quality of PJOK teachers in Tanah Datar Regency is mostly adequate, with many teachers having participated in training. However, the implementation of the training is still unstructured and depends on individual or external initiatives, without continuous program support from relevant agencies. In

addition, the use of technology in PJOK learning is still low, so that learning is less innovative and does not fully meet the demands of modern educational development. This indicates an urgent need to design training programs that are organized, integrated, and utilize technology to improve learning effectiveness (Lee & Chung, 2025; Wong & Oh, 2023).

On the other hand, the role of ISORI administrators in Tanah Datar Regency has shown a significant contribution through the implementation of training and seminars for PJOK teachers. However, limited resources and lack of

coordination with educational institutions are challenges that need to be overcome so that these programs can be more effective and sustainable. In addition, the availability of sports facilities in schools is mostly adequate, although there are still some schools that are experiencing a shortage of facilities (KarakusKarakus et al., 2024; Simonton et al., 2024). This indicates the need for greater support from local governments to ensure an equitable distribution of sports facilities. Overall, improving the quality of PJOK teachers and the role of ISORI administrators has proven to be able to increase student motivation, participation, and achievement in sports, but its optimization requires a more integrated and collaborative approach.

The interpretation of the results shows that although most of the PJOK teachers in Tanah Datar Regency have participated in the training, the quality and effectiveness of the training are still far from optimal. This is because the training carried out is not well structured and tends to be sporadic, which hinders the sustainability and dissemination of knowledge among teachers (Merma-Molina et al., 2023; Opstoel et al., 2025). The dependence on individual or non-regional initiatives in the implementation of training shows a lack of coordination and support from local educational institutions. In addition, the low use of technology in PJOK learning is a big obstacle in facing the demands of the times, considering that technology has become an inseparable part of learning in various disciplines (Burgueño et al., 2024; Marques Santinha et al., 2024). Therefore, there needs to be more careful planning in developing a more structured, technology-based, and well-coordinated PJOK teacher training program between the government, ISORI administrators, and schools.

On the other hand, although ISORI administrators have shown an active role in improving the quality of teachers through training and seminars, their main challenge lies in limited resources and lack of coordination with local educational institutions (Can et al., 2024). This indicates the need for closer collaboration between ISORI administrators, local governments, and schools to strengthen synergy in efforts to develop sports education. The availability of adequate sports facilities in most schools shows positive efforts, but there are still schools that need more attention in terms of infrastructure. This condition emphasizes the importance of equitable distribution of sports facilities so that all students in Tanah Datar Regency get the same opportunity to participate in sports activities, which in turn will support the formation of a healthy and accomplished young generation. Improving the quality of sports education in these areas must involve a holistic approach that includes teacher training, improved coordination, and the provision of adequate facilities.

The comparison of data in this study shows a significant difference between the conditions in Tanah Datar Regency and similar research findings in other areas. In many regions, training for PJOK teachers has been structured with the full support of local governments, as well as the use of technology in more developed learning. For example, several regions in Java and Bali have successfully integrated

digital technology in PJOK learning, such as online training applications and the use of video tutorials to improve students' skills. Meanwhile, in Tanah Datar Regency, training is still sporadic and relies on individual initiatives, leading to an imbalance in the quality of teaching. In addition, although sports facilities in most schools in Tanah Datar are adequate, several other areas outside Tanah Datar have already introduced more modern sports facilities that are integrated with school health programs. This difference shows the importance of improving coordination and more structured policies so that Tanah Datar Regency can equate the quality of sports education with other more developed regions.

IV. CONCLUSION

The conclusion of this study confirms that the improvement of the quality of physical, sports, and health education (PJOK) in Tanah Datar Regency is highly dependent on improving teacher competence, the active role of ISORI administrators, and the provision of adequate sports facilities. Although most teachers have participated in training, a structured and technology-based training program is still indispensable to improve the effectiveness of PJOK learning. The role of ISORI administrators is also very important, but the limitations of coordination and resources must be overcome to ensure the sustainability of existing programs. In addition, although sports facilities in most schools are adequate, equitable distribution of facilities and infrastructure improvement in schools in need are still a priority. Overall, to advance sports education in Tanah Datar Regency, closer collaboration is needed between the local government, ISORI administrators, and schools, with more structured and sustainable policy support.

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