

Management of the pjok pkg program dissemination to improve teachers' pedagogical competence

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ABSTRACT

Physical Education, Sport, and Health (PJOK) plays a fundamental role in realizing the comprehensive development of students, encompassing physical, mental, social, and emotional domains. To enhance the quality of PJOK education, the PJOK Teacher Professional Development Program (PKG) was initiated as a strategic intervention to strengthen teacher competence, with a primary focus on pedagogical skills. This research comprehensively analyzes the dissemination management of the PJOK PKG Program and evaluates its impact on improving the pedagogical competence of PJOK teachers within the Bandung Regency and the Regional Branch Office of Education (KCD) Region VII West Java. Utilizing a qualitative case study approach, data were collected through in-depth interviews, direct participant observation, and rigorous document analysis involving PJOK teachers, school supervisors, and educational bureaucrats. The findings reveal that the dissemination management operates through four distinct phases: (1) highly structured and data-driven planning, (2) collaborative organization emphasizing distributed leadership, (3) participatory implementation utilizing blended learning and localized teacher working groups (KKG), and (4) continuous monitoring that directly translates into measurable pedagogical enhancements. The program significantly improved teachers' conceptual understanding of student-centered learning, their capacity to design innovative lessons, and their utilization of authentic assessments. Ultimately, effective dissemination management of the PKG PJOK serves as a vital catalyst for sustainable professional development, directly elevating the quality of physical education.

Introduction

Physical education in Indonesia, formally known as Physical Education, Sport, and Health (PJOK), is a critical educational vehicle utilized to facilitate holistic human development. According to Freeman (2007), physical education utilizes physical activity to enhance individual students comprehensively, addressing physical, mental, and emotional dimensions. The ultimate goal of PJOK is not merely the mastery of athletic skills, but the encouragement of students to achieve a healthy lifestyle and a better overall quality of life. From a policy perspective, PJOK intersects three major domains: sports, education, and public health. This broad intersection poses a unique challenge for PJOK implementation under the Ministry of

Education, Culture, Research, and Technology (Kemendikbudristek), which currently mandates that physical education must be student-centered, meaningful, and engaging. The objective is to ensure that students understand the intrinsic value of physical activity, thereby adopting active lifestyles throughout their lives. The recently implemented Kurikulum Merdeka (Emancipated Curriculum) explicitly embeds the concept of "lifelong active living" within the core objectives of the PJOK subject (Kemendikbudristek, 2022).

Physical education scholars universally agree that PJOK is an inseparable part of holistic education, focusing primarily on utilizing physical activity as a medium to achieve broader educational objectives (Taggart & Siedentop, 2011). To achieve this, high-quality PJOK teachers are required. A highly competent PJOK teacher grasps the profound essence of physical education and translates it into inclusive classroom practices. However, maintaining this standard requires Continuous Professional Development (PKB) to ensure teachers continuously refine their pedagogical competencies and share best practices with their peers. PKB serves as the foundational platform for PJOK teachers to effectively actualize the goals of physical education (Armour & Casey, 2014; Imron, 2011).

The PJOK Teacher Professional Development Program (PKG PJOK) represents a systemic effort to fulfill the competency needs of teachers, referencing the technical competency standards outlined in the Director General of Teachers and Educational Personnel Regulation Number 2626/B/HK.04.01/2023. This program also serves as a strategic response to the Ministry of Youth and Sports Regulation Number 6 of 2022 concerning the Grand Design of National Sports. The PKG PJOK program was specifically designed to address the challenges faced by PJOK educators who historically lacked access to continuous competency development and collaborative learning spaces.

Empirical phenomena regarding PJOK implementation in Indonesia reveal significant challenges. First, there is a profound competency gap among PJOK teachers. Many teachers remain anchored to conventional, instructor-centric methods—focusing purely on physical drills—without cultivating the students' mental and emotional engagement (Firmansyah, 2020). Second, logistical and administrative burdens frequently inhibit teachers from pursuing professional development. Conversely, positive phenomena have emerged in regions actively implementing the PKG PJOK program. Teachers exposed to this program report a paradigm shift in their instructional approaches, transitioning toward student-centered methodologies that significantly boost student enthusiasm (Nurlaila, 2019). Given these dynamics, this research aims to deeply analyze the "Management of the PJOK PKG Program Dissemination to Improve Teachers' Pedagogical Competence," specifically focusing on a case study in Bandung Regency and KCD Region VII West Java..

Method

This research employs a qualitative paradigm utilizing a case study approach. This design was selected to conduct an in-depth exploration of the management of the PJOK PKG Program dissemination and its subsequent impact on teachers' pedagogical competence within the real-world contexts of Bandung Regency and KCD VII West Java (Yin, 2014). The subjects of this study comprise key stakeholders intricately involved in the program's lifecycle, including representatives from the Bandung Regency Education Office, KCD VII administrative staff, PJOK school supervisors, school principals, and PJOK teachers who have completed the PKG program and actively function as disseminators.

Data collection utilized methodological triangulation:

1. In-depth Interviews: Conducted with 10 purposively selected participants. The interview protocols focused on the planning, organizing, actuating, and evaluating phases of the dissemination management, as well as the teachers' perceived enhancements in pedagogical competence (Patton, 2015).
2. Observation: Non-participant observations were conducted during four distinct dissemination activities at the Teacher Working Group (KKG) level. The focus was on the dynamics of peer interaction, the pedagogical methods employed during dissemination, and the level of active participation (Kawulich, 2005).

3. Document Analysis: Relevant institutional documents, including PKG master plans, training modules, dissemination progress reports, lesson plans (RPP), and KKG meeting minutes, were systematically reviewed (Bowen, 2009).

Data analysis was conducted using thematic analysis as outlined by Braun and Clarke (2006). The stages included data familiarization, initial coding, theme searching, theme reviewing, defining, and final reporting. Trustworthiness and data validity were established through source triangulation and member-checking procedures with key participants.

Results and Discussion

Results

1. Structured and Data-Driven Planning of the Dissemination Program

The initial phase of the dissemination management of the PKG PJOK program in Bandung Regency and KCD VII West Java demonstrates a highly structured, systemic, and data-driven planning mechanism. Planning in educational management is the critical foundation that determines the trajectory of all subsequent interventions. In this context, the Education Office did not merely issue top-down directives; instead, they initiated the process with a comprehensive demographic and pedagogical needs assessment. Document analysis of the regional strategic blueprints revealed that the planning phase explicitly detailed the macro and micro-objectives of the dissemination, identified specific target cohorts of teachers based on geographic and technological accessibility, and established rigid timelines synchronized with the academic calendar. This meticulous planning ensures that the dissemination does not disrupt the teachers' primary instructional duties.

Furthermore, the planning phase involved the strategic identification and selection of 'Core Teachers' (Guru Inti)—educators who had previously demonstrated exceptional performance in the national PKG training. The KCD VII administration strategically mapped these core teachers across various sub-districts to serve as localized dissemination hubs. As articulated by a staff member of KCD VII: *"Our coordination meetings at the branch level are intensely focused on mapping. We don't just ask 'how' to disseminate, but 'who' is best positioned to influence their peers. We formed a specialized task force at the regency level whose sole responsibility is to draft a dissemination matrix, ensuring that remote schools in the southern parts of Bandung Regency receive the same quality of training transfer as those in the urban centers."*

Budgetary planning also emerged as a critical theme. The planning documents indicated a proactive approach to resource allocation, intertwining regional educational funds with independent school budgets (BOS) to facilitate the logistics of the Teacher Working Group (KKG) meetings. The planning was not purely administrative; it was highly pedagogical. The curriculum for the dissemination was deliberately adapted from the national standard to fit the localized context of West Java, ensuring cultural and infrastructural relevance. By laying down clear Key Performance Indicators (KPIs)—such as the expected number of teachers trained per quarter and the mandatory submission of revised lesson plans post-training—the planning phase created a rigid yet supportive scaffold that guaranteed the dissemination process would be measurable, accountable, and highly targeted toward elevating pedagogical competence.

2. Collaborative Organization and Distributed Leadership Synergy

The second major finding highlights the profound importance of collaborative organization and distributed leadership in managing the dissemination of the PKG PJOK program. Educational dissemination cannot operate in a vacuum; it requires an intricate web of organizational synergy. In Bandung Regency and KCD VII, the organization of the program transcended traditional bureaucratic hierarchies, adopting a more horizontal, networked approach. The organizational structure actively synthesized the authority of the Regional Education Office, the localized oversight of school supervisors (Pengawas Sekolah), the administrative support of school principals, and the peer-influence of the KKG (Teacher Working Groups).

The most pivotal organizational linchpin identified in this study was the School Supervisor. Traditionally viewed as mere evaluators, supervisors in this dissemination model were reorganized to function as active facilitators and program integrators. They were responsible for mobilizing the KKGs and ensuring that the logistical needs of the dissemination workshops were met. A PJOK School Supervisor noted: *"In this dissemination model, the supervisor acts as the primary engine within their respective zones. We coordinate the KKG schedules, mediate between the Core Teachers and the regular teaching staff, and ensure that the school principals provide the necessary administrative clearance for their teachers to attend the dissemination sessions."*

This distributed leadership model empowered the KKGs to become autonomous epicenters of professional development. Rather than centralizing the training in a single massive seminar at the regency capital, the organization was decentralized into smaller, highly interactive clusters. This organizational design specifically addressed the geographical vastness of Bandung Regency, mitigating travel barriers and fostering tighter, more intimate professional learning communities. Furthermore, the organizational strategy heavily relied on collaborative partnerships with school principals. Principals were engaged early in the process to secure their commitment, ensuring that participating teachers were granted the requisite time and resources to attend the KKG sessions without facing administrative penalties. This synergistic organization ensured that the dissemination was not an isolated bureaucratic event, but a deeply integrated, community-driven educational movement that sustained momentum through mutual professional accountability.

3. Participatory Implementation and Adaptive Dissemination Strategies

The implementation phase of the dissemination management is characterized by highly participatory, adaptive, and immersive pedagogical strategies. Moving away from traditional, didactic lecture formats, the PKG PJOK dissemination in this region embraced adult learning principles (andragogy), recognizing that teachers learn best through active engagement, practical application, and peer collaboration. The implementation was executed predominantly through localized workshops, micro-teaching sessions, and collaborative problem-solving forums situated within the KKGs.

Observations of the dissemination activities revealed a dynamic learning environment. Core Teachers utilized a blended learning approach, combining face-to-face practical workshops with asynchronous digital communication. During the face-to-face sessions, theoretical concepts of student-centered learning and the *Kurikulum Merdeka* were immediately translated into physical action. For instance, an observation note highlighted: *"The dissemination session was far from a traditional lecture. Core teachers facilitated a role-play scenario where participating teachers acted as students. They physically simulated the transition from command-style sports drills to a tactical games approach, actively debating the pedagogical merits of the new model while on the gymnasium floor."* This hands-on implementation strategy dismantled resistance to change, as teachers could viscerally experience the effectiveness of the new methodologies.

Moreover, the implementation was highly adaptive to technological integration. WhatsApp groups and local Learning Management Systems (LMS) were organized to create continuous communities of practice. Teachers utilized these digital platforms to share video recordings of their classroom implementations, exchange newly drafted lesson plans (RPP), and seek immediate peer troubleshooting for pedagogical challenges they encountered. The implementation phase successfully transformed the dissemination from a one-time informational transfer into a continuous, interactive professional dialogue. By validating the teachers' prior experiences and encouraging them to critically reconstruct their pedagogical approaches in a safe, peer-supported environment, the implementation phase effectively bridged the gap between national educational policy and grassroots classroom reality, ensuring that the theoretical goals of the PKG PJOK were internalized as practical teaching competencies.

4. Continuous Monitoring, Evaluation, and the Impact on Pedagogical Competence

The final, and arguably most critical, dimension of the dissemination management is the systematic monitoring and evaluation, which directly correlates to the tangible enhancement of teachers' pedagogical competence. In Bandung Regency and KCD VII, monitoring was not conducted as a post-mortem administrative checklist, but as a continuous, formative process designed to provide constructive feedback. Supervisors and Core Teachers conducted follow-up classroom observations to verify the implementation of the disseminated concepts. This cyclical evaluation ensured that knowledge transfer did not evaporate once the teachers returned to their respective schools.

The impact of this rigorous dissemination management on the pedagogical competence of PJOK teachers was profound and measurable across several domains. First, there was a radical shift in conceptual understanding regarding student-centered learning. Interview data indicated that teachers successfully transitioned their mindset from viewing physical education as rigid athletic conditioning to perceiving it as a holistic developmental tool. A participating teacher reflected: *"Previously, my focus was entirely on instructing the correct athletic form, and the students simply obeyed. Following the PKG dissemination, I now understand how to facilitate inquiry. I involve the students in designing the rules of modified games, making them active cognitive participants in their physical education."*

Second, this conceptual shift translated into the development of highly innovative and engaging lesson plans (RPP). Document analysis of post-dissemination RPPs revealed a departure from monotonous exercise routines, replaced by varied, inclusive activities that integrated critical thinking and social-emotional learning into physical tasks. Teachers demonstrated the ability to differentiate instruction based on students' varying physical capabilities. Finally, there was a marked improvement in the utilization of varied assessment methods. Prior to the dissemination, assessment in PJOK was heavily skewed toward summative physical tests. Post-dissemination, teachers began employing authentic, holistic assessments, including self-assessment rubrics, peer-evaluation forms, and observational checklists focusing on sportsmanship, teamwork, and effort. This comprehensive enhancement in pedagogical competence—spanning conceptual understanding, instructional design, practical execution, and authentic assessment—stands as the definitive proof of the efficacy of the PKG PJOK dissemination management in the region.

Discussion

The empirical findings from the dissemination of the PJOK PKG Program in Bandung Regency and KCD VII West Java provide a profound illustration of how structured educational management acts as the primary catalyst for pedagogical transformation. When analyzed through the lens of educational change theory and the diffusion of innovations, the success of this program is not accidental but is the result of meticulously orchestrated managerial alignment spanning planning, organizing, implementing, and evaluating.

According to Rogers' (2010) Diffusion of Innovations theory, the adoption of a new educational paradigm—in this case, the shift toward student-centered physical education under the *Kurikulum Merdeka*—depends heavily on how the innovation is communicated through specific channels over time among the members of a social system. The management strategy employed by the local educational authorities perfectly encapsulates this theory. By utilizing the Teacher Working Groups (KKG) and strategically positioning 'Core Teachers' as localized opinion leaders, the management bypassed the traditional, often ineffective, top-down bureaucratic mandates. Instead, they fostered a horizontal diffusion network where innovation was transmitted via trusted peers. This significantly lowered the affective filter and professional resistance typically associated with mandatory government training programs. The collaborative organization observed in this study aligns with Fullan's (2007) assertion that educational change is a highly sociopolitical process requiring distributed leadership and sustained community interaction to take root.

Furthermore, the significant enhancements observed in the teachers' pedagogical competence validate the principles of effective Continuous Professional Development (PKB).

Darling-Hammond et al. (2017) emphasize that professional development is most effective when it is content-focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching, and offers opportunities for feedback and reflection. The participatory implementation phase of the PKG dissemination heavily incorporated these elements. By shifting the learning environment from the lecture hall to the gymnasium floor, and by forcing teachers to actively simulate the pedagogical strategies they were expected to implement, the program bridged the critical gap between theoretical knowledge and practical execution. This approach directly addresses the historical critique of PJOK instruction, as noted by Armour and Casey (2014), which argues that physical education often stagnates because teachers teach exactly how they were taught decades ago. The immersive dissemination successfully disrupted these ingrained historical habits, equipping teachers with the modern pedagogical tools required to foster physical literacy and lifelong active living.

However, interpreting these findings also requires acknowledging the systemic complexities of implementing such comprehensive management strategies in geographically and economically diverse regions like Bandung Regency. While the structured planning and robust KKG networks mitigated many barriers, the underlying disparity in school infrastructure and local funding remains a latent variable. For instance, while a teacher may gain the pedagogical competence to design an innovative, differentiated physical education lesson, executing that lesson still requires adequate physical space and equipment, which vary drastically between urban and rural schools within the KCD VII jurisdiction. Moreover, the reliance on digital platforms (like WhatsApp and localized LMS) for continuous monitoring and peer support assumes a baseline of digital literacy and internet accessibility, which must be continuously supported by the Education Office to prevent a digital divide in professional development.

The shift toward varied, authentic assessment represents perhaps the most profound pedagogical leap identified in this study. Transitioning from pure psychomotor testing to evaluating cognitive understanding and affective development in physical education requires a high degree of pedagogical sophistication (Sudjana, 2010). The fact that teachers began developing peer-assessment rubrics and self-reflection journals indicates that the dissemination did not merely train them in new physical drills, but fundamentally elevated their identity from 'sports instructors' to 'holistic educators.' This shift is paramount for achieving the broader national goals of the *Kurikulum Merdeka*, which prioritizes character development alongside academic and physical proficiency (Kemendikbudristek, 2022).

In synthesis, the effective management of the PKG PJOK dissemination proves that elevating educational quality requires more than just creating a good training curriculum; it requires building an ecosystem of continuous support. The synergy between meticulous planning, distributed leadership, participatory learning, and rigorous monitoring created a feedback loop of continuous professional growth. To sustain this momentum, educational policymakers must ensure that the funding and administrative support for KKGs remain robust, and that school supervisors continue to be trained as pedagogical coaches rather than mere administrative auditors.

Conclusion

This research comprehensively establishes that the dissemination management of the PJOK Teacher Professional Development Program (PKG) in Bandung Regency and KCD Region VII West Java was executed with a high degree of systemic efficacy, leading to transformative impacts on teaching quality. The dissemination mechanism operated through a meticulously orchestrated framework characterized by data-driven strategic planning, decentralized and collaborative organization utilizing distributed leadership, highly participatory and andragogical implementation strategies, and continuous, formative monitoring and evaluation.

The primary implication of this effective management is a substantial and measurable enhancement in the pedagogical competence of PJOK teachers. Specifically, educators demonstrated a profound conceptual transition toward student-centered learning paradigms. They exhibited enhanced capacities to design innovative, differentiated, and highly engaging

lesson plans that transcend traditional physical drills to encompass cognitive and socio-emotional development. Furthermore, the adoption of authentic, multifaceted assessment methods signifies a maturation in their professional practice. Ultimately, this research concludes that robust, peer-driven dissemination management is the critical conduit for translating national educational policy into localized classroom excellence. By continuously supporting and refining these localized professional learning communities, educational authorities can ensure the sustainable development of PJOK teachers, thereby guaranteeing that students receive high-quality physical education that fosters lifelong health, active living, and holistic well-being.

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