

Physical Education Teachers' Strategies in Increasing Student Participation in Online Learning: A Qualitative Case Study

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ABSTRAK

The transition to online learning poses significant challenges for Physical Education, a subject that emphasizes physical activity and direct interaction. This situation can lead to decreased student participation if learning is not designed adaptively and contextually. This study aims to analyze Physical Education teachers' strategies for increasing student participation in online learning through a qualitative approach with a case study design. The research subjects consisted of Physical Education teachers who actively implement online learning, while the research objects focused on learning strategies, teacher roles, and adaptation efforts to various obstacles. Data collection was conducted through in-depth interviews, online learning observations, and documentation studies. Data analysis used the stages of data reduction, data presentation, and thematic conclusion drawing. The results show that teachers implemented adaptive learning strategies through simple physical activities, the use of digital media, and flexible, participation-oriented assignments. Teachers acted as facilitators and motivators by building supportive communication and positive pedagogical relationships. Technical obstacles, the learning environment, and learning evaluation were addressed through a process of reflective adaptation and continuous strategy adjustment. The research findings confirm that creativity, flexibility, and the active role of teachers are key factors in increasing student participation in online Physical Education learning

INTRODUCTION

The development of information technology has significantly and sustainably transformed learning patterns at various levels of education. Online learning systems have become the primary solution for maintaining the continuity of the educational process when face-to-face learning is impossible. This transformation has significant implications for the role of teachers, teaching methods, and student engagement. Learning dynamics, previously based on direct interaction, have now shifted to virtual spaces with distinct characteristics. The effectiveness of online learning is greatly influenced by the readiness of educators and students to utilize technology optimally. Adaptation challenges arise not only in the technical aspects of digital media use but also in the pedagogical and psychological aspects of learning (Mulyana et al., 2024). Learning



quality becomes a critical issue when direct observation of active student engagement is difficult. This situation demands learning strategies that are designed more creatively and responsive to student needs.

The characteristics of each subject indicate varying levels of readiness for online learning. Theoretical subjects are relatively easy to transition to an online format through virtual discussions and text- or video-based material delivery. Physical Education (Physical Education) is unique because it emphasizes physical activity, motor skills, and direct interaction between teachers and students. The learning process in Physical Education requires observation of movement, direct feedback, and the habituation of structured physical activity. Changes to the learning system present specific challenges for implementing online Physical Education. Limited space and facilities at students' homes have the potential to hinder optimal physical activity implementation. Students' physical condition and learning environment are variables that are difficult for teachers to control. This situation impacts the quality of the learning experience students receive.

Student participation is a crucial indicator in assessing learning success, including in online Physical Education. Low participation levels can impact the achievement of learning objectives and the development of students' physical fitness. Online learning tends to place students in a more passive position if not designed with the right approach. Student learning motivation often declines when learning activities are perceived as monotonous or difficult to complete independently. Teachers' difficulties in monitoring student engagement in real time also impact participation levels. One-way interaction through online assignments has the potential to reduce student engagement. Variations in students' ability to access technology also create participation gaps. These conditions indicate that student participation is a major challenge in online Physical Education learning.

Physical Education teachers play a strategic role in maintaining the quality of learning amidst the limitations of online systems. Teachers' pedagogical competence is required to adapt teaching methods to distance learning conditions. Flexible lesson planning is essential to maintain student active engagement. The use of digital media such as demonstration videos and interactive platforms opens up opportunities for learning innovation. Teacher creativity in designing simple physical activities can help students participate according to their individual environmental conditions. A contextual learning approach can increase the relevance of learning activities for students. Effective communication strategies help build emotional closeness between teachers and students. The role of teachers is not only as instructors but also as facilitators and motivators of learning (Culajara, 2024).

The success of online learning strategies is greatly influenced by teachers' understanding of student characteristics. Social background, physical condition, and motivational level are factors that must be considered in learning design. Differentiation of tasks and activities allows students to participate according to their individual abilities. Assessing online Physical Education learning requires a more authentic and reflective approach. The focus of assessment is not only on the final outcome but also on the process and consistency of student participation. Constructive feedback plays a role in increasing student confidence. A supportive relationship between teacher and student encourages more active engagement. Appropriate learning strategies have the potential to overcome the limitations of online learning.

The implementation of Physical Education teachers' strategies in online learning is not without practical challenges. Limited teacher experience in using learning

technology is a major obstacle. Administrative burdens and curriculum adjustments add to the complexity of teachers' tasks. School institutional support influences the effectiveness of online learning. Collaboration between teachers provides a means of sharing best practices in addressing learning challenges (Kusuma & Dharma, 2025). Teachers' direct experiences in facing the challenges of online learning provide valuable insights. The variety of strategies implemented demonstrates a continuous adaptation process. This phenomenon requires in-depth study to understand actual practices in the field.

A qualitative approach allows researchers to comprehensively explore teachers' subjective experiences. Case studies provide a contextual and in-depth understanding of learning strategies. The perspective of teachers, as key actors in learning, provides a rich and meaningful source of data. Teachers' decision-making processes in designing learning can be analyzed in detail. The interaction between teachers, students, and learning media can be understood holistically. Qualitative research findings have the potential to reveal factors influencing student participation. The data obtained can provide a concrete picture of online Physical Education learning practices. This approach is relevant for addressing complex and contextual issues.

Based on this description, a study of Physical Education teachers' strategies for increasing student participation is crucial. The research focuses on teachers' concrete efforts to address low student engagement in online learning. An in-depth analysis of learning practices is expected to provide both theoretical and practical contributions. The research findings can serve as a reference for other teachers in designing more effective learning. The case study findings can enrich the literature on physical education in the digital learning era. The resulting recommendations have the potential to support the development of educational policies. This research is expected to bridge the gap between theory and practice in online learning. Therefore, this study is highly relevant to improving the quality of Physical Education learning.

METHODOLOGY

This study employed a qualitative approach with a case study design to gain an in-depth understanding of Physical Education teachers' strategies for increasing student participation in online learning. The qualitative approach was chosen because the research focuses on the processes, experiences, and meanings constructed by teachers in their learning practices. Case studies are used to examine phenomena contextually and holistically in specific educational units. The research subjects consisted of Physical Education teachers actively implementing online learning at the secondary education level. Subject selection was purposive based on their experience and direct involvement in online learning. The research object focused on the learning strategies implemented by teachers to encourage student participation. The scope of the research was limited to online learning situations to ensure more focused data. This design enabled researchers to understand learning practices in a concrete and in-depth manner.

Data collection techniques included in-depth interviews, online learning observations, and documentation studies. Semi-structured interviews explored teachers' perspectives, experiences, and considerations in designing and implementing learning strategies. Observations included observing online learning activities, teacher-student interactions, and forms of participation that emerged during the learning process. Documentation studies included analysis of learning tools, teaching materials, video recordings of learning, and student assignments. A combination of data collection

techniques was used to obtain comprehensive data. The data collection process was conducted continuously until information saturation was reached. The researcher acted as the primary instrument, directly involved in data collection and interpretation. This approach ensured the depth and accuracy of the research data.

Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing. Data reduction was performed by sorting information relevant to the research focus. The reduced data was presented in descriptive narrative form to facilitate understanding of the relationships between categories. Conclusions were drawn gradually, referring to patterns and themes emerging from the data. The analysis process took place simultaneously with data collection. Data validity was maintained through source and method triangulation techniques. Data cross-checking was conducted to ensure consistency of findings. This approach aims to produce credible and scientifically accountable findings.

RESULTS AND DISCUSSION

Physical Education Teachers' Learning Strategies in Optimizing Student Participation in Online Learning

The learning strategies implemented by Physical Education teachers in online learning demonstrate a shift in approach from a hands-on approach to more adaptive and flexible activity design. Teachers no longer emphasize movement perfection, but rather prioritize student engagement through simple, independently performed physical activities. Learning plans are tailored to the space and resources students have at home. Selecting basic fitness-based activities is a dominant strategy to ensure equitable participation for all students. Teachers consciously avoid activities that pose a risk of injury or require specialized equipment. This strategy reflects the teachers' understanding of the limitations of the students' learning environment. This approach is considered more realistic and contextual in distance learning. The primary focus is on students' willingness to move and actively engage in the learning process (Aksir, 2025).

The use of digital media is an essential part of learning strategies to increase student participation. Demonstration videos are used as visualization tools to help students understand instructions more clearly and repeatedly. Online learning platforms are used to upload materials, deliver assignment instructions, and facilitate discussion spaces. Teachers strive to present learning materials in a more engaging way through a variety of audiovisual content. Monotonous presentations are avoided, as they can potentially reduce student motivation. Interaction through comment sections and private messages is utilized to foster two-way communication. Digital media serves not only as a means of delivering material but also as a means of strengthening pedagogical relationships. This strategy helps students adjust their learning pace to suit their individual abilities.

The assignment strategy in online Physical Education learning is designed to encourage sustained, active student engagement. Assignments are given in the form of daily physical activities that are relatively easy to perform and monitor. Teachers provide flexibility in completing assignments to avoid undue pressure on students. Reporting on assignments is simplified through the submission of photos or short videos. Assessments are not solely focused on the quality of the movements, but rather emphasize student participation and consistency. This approach aims to create a sense of security and

increase student confidence. Teachers strive to reduce student anxiety about performance assessments. The emphasis on effort makes learning more inclusive and humane.

Teachers' creativity is evident in their efforts to link physical activity to students' daily routines. Activities such as morning stretches or light exercise before class are incorporated into Physical Education lessons. This strategy makes learning more contextual and relevant to students' daily lives. Teachers strive to instill awareness of the importance of physical activity as part of a healthy lifestyle. This approach helps students understand learning objectives more broadly and sustainably. Student engagement tends to increase when activities are perceived as close to their own experiences. Contextual strategies also contribute to strengthening the internalization of healthy living values. Learning is no longer perceived simply as a school assignment but rather as a personal need (Rusmitanungsih et al., 2024).

The implementation of various learning strategies demonstrates a continuous process of reflection by Physical Education teachers. Evaluation of student responses and participation is conducted informally through online communication. Teachers adjust strategies when student participation levels decline. The adaptation process occurs dynamically as learning conditions change. Strategies deemed effective are maintained and further developed. This reflective approach reflects teachers' professionalism in managing online learning. These practices demonstrate a student-centered learning orientation. Teachers consistently strive to find approaches that best suit the characteristics of their respective classes.

The Role of Teachers as Facilitators and Motivators in Online Physical Education Learning

The teacher's role as a facilitator is evident in their ability to manage online learning so that it continues interactively. Teachers strive to create an open and inclusive communication space for all students. A personal approach is used to understand the conditions and challenges faced by each student. Teachers act not only as presenters of material but also as companions in the learning process (Budianto & Dinata, 2023). The facilitative role is evident in providing clear and easy-to-understand directions. Teachers provide space for students to ask questions and discuss. The interactions that are built help students feel cared for and valued. This environment supports the creation of a more participatory learning environment.

Student motivation is a primary concern for teachers in online Physical Education learning. Teachers recognize that distance learning has the potential to diminish students' enthusiasm for learning. Efforts to build motivation are carried out through verbal reinforcement and appreciation. Simple praise is given to students who demonstrate active participation in learning. This strategy aims to foster self-confidence and increase student engagement. Teachers avoid punitive or pressuring approaches. A supportive learning environment is considered more effective in encouraging participation. This motivational approach helps maintain sustainable student engagement.

Communication patterns between teachers and students have undergone significant adjustments in online learning. Teachers utilize private messaging to reach less active students. This approach helps teachers identify academic and non-academic challenges students experience. Communication is persuasive and empathetic to ensure students feel comfortable. Teachers strive to maintain pedagogical relationships even without face-to-face meetings. The intensity of interactions contributes to strengthening students' emotional engagement. The teacher's role in this context goes beyond mere

academic functions. The established relationship supports the continuity of the learning process.

The teacher's role as a motivator is also reflected in their ability to establish clear learning objectives. Teachers explain the benefits of physical activity for students' health and fitness. Emphasis on long-term goals helps students understand the value of learning Physical Education. Intrinsic motivation is strengthened through understanding the meaning of physical activity in everyday life. Teachers strive to shift the orientation of learning from mere obligation to personal need. This approach encourages more sustained participation. The process of internalizing healthy living values becomes the primary focus of learning. Teachers prioritize student awareness as a long-term goal.

The pedagogical relationship between teachers and students is a crucial factor in online learning. Students' level of trust in their teachers influences their participation. Teachers maintain consistent communication and attention to students. A positive relationship creates a sense of security in the learning process. The teacher's role as a learning facilitator is further strengthened in this context. Meaningful interactions support active student engagement. This dynamic demonstrates the importance of the relational aspect of online learning. Learning is not only cognitive, but also emotional and social.

Obstacles and Adaptation Efforts of Physical Education Teachers in Increasing Student Participation

Technical constraints are a major challenge in online Physical Education learning. Limited internet access impacts student attendance and participation. Inadequate technological devices also pose a barrier for some students. Teachers struggle to ensure all students participate optimally in learning. Variations in technical conditions require flexibility in learning implementation. These constraints impact the consistency of student engagement. Teachers strive to understand these conditions realistically. Adapt strategies to accommodate existing limitations (Komarudin & Prabowo, 2020).

The limitations of the home learning environment also impact the effectiveness of learning. Limited space limits the variety of physical activities students can engage in. Unsupportive environmental conditions reduce the comfort of activities. Teachers consider safety factors in learning design. High-intensity physical activity is avoided to minimize the risk of injury. Learning strategies are tailored to the average student's condition. This approach aims to maintain optimal participation. Teachers prioritize student safety and comfort.

Obstacles to learning evaluation pose a particular challenge for Physical Education teachers. Accurate motor skills assessment is difficult to conduct online. Teachers face limitations in observing student performance in detail. The authenticity of assignments is a concern in the evaluation process. Therefore, teachers develop more flexible assessment indicators. The focus of assessment is directed at the student's process and effort. This approach is considered fairer and more realistic. Learning evaluation is adapted to the distance learning context.

Teachers' adaptive efforts are evident in the development of alternative learning strategies. Teachers adjust materials based on student responses and needs. The learning process is continuously evaluated. Ineffective strategies are refined or replaced. Teachers use experience as a basis for decision-making. This adaptation reflects a reflective professional learning process. Teachers demonstrate an open attitude to change. Experience becomes a primary source for developing learning practices.

The various obstacles faced did not hinder teachers' efforts to improve the quality

of learning. The adaptations made demonstrated the professional commitment of Physical Education teachers. Online learning was viewed as a shared learning space between teachers and students. Teachers attempted to balance curriculum demands with students' real-world situations. An adaptive approach helped maintain student participation. Challenges were understood as part of the learning dynamic. This practice demonstrated teachers' pedagogical resilience. Learning continued to be optimal despite the limitations.

CONCLUSION

Based on the discussion, it can be concluded that Physical Education teachers' strategies in online learning play a significant role in increasing student participation, despite limited direct interaction. Teachers demonstrate adaptive skills in designing simple, safe, and relevant physical activities tailored to the students' learning environment. The use of digital media is a strategic tool to bridge the limitations of distance learning. The teacher's role as a facilitator and motivator has proven effective in maintaining student engagement through intense and supportive communication. A learning approach that emphasizes participation and the learning process provides space for students to actively engage without undue pressure. A positive pedagogical relationship between teachers and students is a supporting factor for the success of online Physical Education learning. Technical constraints and the learning environment do not completely hinder the learning process when teachers implement flexible strategies. Teachers' adaptations demonstrate a reflective and professional attitude in addressing changes in the learning system. The assessment's focus on effort and consistent participation provides a more realistic evaluation alternative. Contextual strategies help students understand the importance of physical activity in everyday life. The online learning process is understood as a shared learning space between teachers and students. Overall, the findings confirm that the success of online Physical Education learning is largely determined by the strategy, creativity, and active role of teachers..

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