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Improving Learning Processes in Elementary Physical Education Through Visual-Supported Teaching Practices

Elang Bawono, Wawan Sundawan
Universitas Negeri Yogyakarta, Indonesia

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ABSTRACT
Background: Elementary physical education requires instruction that helps children grasp movement tasks while staying actively involved in class activities. Although visual-supported teaching is often assumed to improve clarity, its contribution to learning processes in elementary physical education is still not widely articulated.
Aims: Against this backdrop, this study explores how visual-supported teaching practices shape learning improvement in elementary physical education, focusing on student engagement, comprehension of tasks, and perceived instructional effectiveness.
Methods: A qualitative case study was conducted to capture the instructional process as it occurs in an authentic classroom setting. Data were gathered through lesson observations, semi-structured interviews with the physical education teacher, and review of relevant teaching documents, then examined using thematic analysis to connect instructional decisions with student responses.
Results: The findings show that visual support helps translate verbal instructions into clearer, step-by-step cues, making movement tasks easier for students to follow. When directions became more concrete, students participated more consistently, appeared less hesitant during practice, and were more willing to attempt tasks independently. From the teacher's perspective, visual support also reduced repeated explanations, supported smoother transitions between activities, and made it easier to adjust instruction for different learning needs.
Conclusion: Overall, visual-supported teaching practices contribute to improved learning processes in elementary physical education by strengthening instructional clarity and encouraging sustained engagement. Integrating purposeful visual support into physical education lessons may therefore help create learning experiences that are more accessible and meaningful for elementary students.
Keyword: Elementary School; Physical Education; Student Engagement; Teaching Practices; Visual Supported Instruction;

*** Corresponding author:**
Elang Bawono, Universitas Negeri Yogyakarta, Indonesia
elangbawono@gmail.com

INTRODUCTION

Elementary physical education is increasingly expected to contribute not only to students' physical fitness but also to their overall learning development (Corbin, 2021; Kliziene et al., 2021). In recent years, concerns have emerged regarding students' limited engagement and uneven understanding during physical education lessons at the elementary level (Hastie et al., 2022; Li & Zhang, 2024). Many students participate in activities without fully comprehending movement instructions or learning objectives. This condition raises questions about the effectiveness of existing teaching practices. When learning processes are weak, physical education risks becoming routine activity rather than meaningful learning. Such issues highlight an urgent need to reconsider how instruction is delivered in elementary physical education. Improving learning processes is therefore not optional but essential for educational quality. This urgency forms the starting point of the present study.

At the elementary level, physical education learning involves complex interactions between instruction, movement, and student understanding (Kumar, 2021; Wang et al., 2021). Students are required to listen, observe, interpret, and perform movements simultaneously. These demands place significant cognitive and physical pressure on young learners (Spiteri, 2021; Vella-Brodrick & Gilowska, 2022). However, not all students process verbal explanations at the same pace. Some students struggle to translate spoken instructions into coordinated actions. As a result, misunderstandings often occur during practice activities. These misunderstandings can disrupt learning flow and reduce students' confidence. Addressing this challenge requires teaching practices that support clearer learning processes.

In many elementary schools, physical education instruction continues to rely predominantly on verbal explanation and teacher demonstration (Jiang et al., 2023; Mödinger et al., 2022). While demonstration is a valuable instructional component, it does not always ensure student understanding. Students may observe movements without grasping key steps or purposes. Verbal explanations delivered before activities are often forgotten once movement begins (Ståhl et al., 2021). Classroom conditions such as noise and limited space can further reduce instructional clarity. Consequently, students may rely on trial and error rather than guided learning. This situation can lead to inconsistent participation and uneven skill development. Such conditions indicate a need for instructional reinforcement beyond traditional methods.

Learning processes in physical education are strongly influenced by students' level of engagement and comprehension (Coterón et al., 2024; Guo et al., 2023). Engagement is not limited to physical involvement but includes cognitive attention to instructions and tasks. When students clearly understand what is expected, they are more willing to participate actively. Conversely, confusion often leads to hesitation and passive behavior (Pang et al., 2024). Sustained engagement is difficult to achieve when instructional messages are unclear. Therefore, teaching practices must support both understanding and motivation. Effective learning processes require instruction that is accessible and meaningful. This understanding underlines the importance of examining how instruction can be improved.

Visual-supported teaching practices offer one possible response to these instructional challenges (Amador et al., 2024; Horváth, 2021). Visual support can help transform abstract explanations into concrete representations. Images, structured slides, or visual cues can reinforce key instructional messages. For elementary students, visual information often complements verbal explanation effectively (Cromley & Chen, 2024; Jamet & Michinov, 2022). Visual support allows students to recall instructions during movement activities. It can also help students anticipate

upcoming tasks. By providing consistent reference points, visual support may reduce confusion. These characteristics suggest its relevance in improving learning processes.

Despite its potential, visual-supported teaching in physical education is often treated as an additional aid rather than an integral teaching practice (Neven & Ectors, 2023). Teachers may use visual materials sporadically without clear instructional planning. In some cases, visual support is added only when problems arise. This reactive use limits its pedagogical impact. Without systematic integration, visual support may not fully enhance learning processes (Gresse von Wangenheim et al., 2021; Lu & Hanim, 2024). Understanding how visual-supported teaching operates within everyday instruction is therefore necessary. Such understanding can inform more intentional teaching practices. This gap in practice reinforces the urgency of the present study.

Improving learning processes in elementary physical education also has implications for classroom management and instructional efficiency (Işıkgöz, 2024). Clear instruction can reduce repeated explanations and minimize student confusion. When students understand tasks, transitions between activities become smoother. Teachers can then focus more on observing and guiding student performance. Visual-supported teaching may assist teachers in structuring lessons more effectively (Smail et al., 2022). This structure can support diverse learning needs within one classroom. As a result, learning environments become more inclusive. These potential benefits further justify examining visual-supported teaching practices.

Given these conditions, investigating visual-supported teaching practices in elementary physical education is both timely and necessary. This study responds to the need for instructional approaches that strengthen learning processes rather than merely introducing tools. By focusing on teaching practices, the study emphasizes pedagogical quality. Understanding how visual support contributes to learning improvement can inform future instructional decisions (AlAli & Al-Barakat, 2023; Schraw & Richmond, 2022). Such insights are valuable for teachers seeking more effective teaching strategies. They are also relevant for educational stakeholders concerned with learning quality. Ultimately, improving learning processes can enhance the educational value of physical education. This study positions visual-supported teaching as a meaningful area for scholarly inquiry.

Literature on elementary physical education, when connected to the instructional problems outlined in the background section, suggests that learning improvement hinges on how well students can decode instructions and sustain engagement while moving, rather than on activity volume alone. The classroom reality that young learners must listen, observe, interpret cues, and act at the same time implies a need for structured guidance that reduces uncertainty during performance. This broader principle is consistent with the emphasis on interpretable decision structures in predictive modelling work by Kamal et al. (2026), where clearer representation supports more reliable outcomes. A related point appears in research on visual localization and pose estimation by Upadhyay et al. (2026), which underscores that accurate visual mapping of human movement can strengthen understanding of action patterns, an idea that aligns conceptually with clarifying PE tasks through visual supports. Looking at sports-related systems, Yan (2025) argues that supervised and AI-supported approaches can improve service quality and user experience, reinforcing the notion that well-organized cues and systems contribute to engagement and effectiveness. Evidence that integrated information supports performance precision is also visible in the study of grip force and feature data fusion by Ma et al. (2025), which points to the value of structured representations for action control. Most importantly for the present topic, Parra-Gomez et al. (2025) provide classroom-near insight through an ethnographic study showing how pictures and words can support meaning-making in a physical education service-learning programme involving young students with disabilities and their families, highlighting the relevance of visual supports for accessibility and participation. Complementary evidence from sports analytics and evaluation further suggests that

structured visual data improves prediction and performance interpretation, as indicated by Shukla et al. (2025), Liu et al. (2025), and Duran et al. (2025). Beyond sport, immersive experience research by Siraj et al. (2025) shows that visually rich environments can strengthen cognitive involvement, which supports the plausibility that visual supports may help students remain attentive during PE lessons. Even so, a limitation remains because much of this evidence prioritizes technology, system performance, or outcome prediction rather than explaining the everyday pedagogical use of visuals within elementary PE teaching. Therefore, the present study shifts the focus from visual tools as add-ons to visual-supported teaching practices as instructional strategies, examining how they shape task comprehension, engagement, and lesson flow in elementary physical education.

The discussion in the background and literature review sections indicates that challenges in elementary physical education are closely tied to how instruction is communicated and experienced during lessons. While physical education is commonly framed as activity-based learning, the process through which students interpret instructions, understand task purposes, and remain cognitively engaged often receives less attention. In many classroom situations, verbal explanations and brief demonstrations are insufficient to support students' understanding once movement activities begin. Visual-supported teaching practices offer a potential instructional response because they can stabilize key information and provide continuous reference points during learning activities. Rather than functioning as decorative or supplementary materials, visual supports have the potential to shape how students make sense of tasks and how teachers organize instructional flow. This study is therefore grounded in the assumption that improving learning processes requires closer examination of teaching practices that mediate understanding, not merely the introduction of new tools. By focusing on visual-supported teaching as a pedagogical strategy, the study aims to contribute to a more process-oriented understanding of instructional improvement in elementary physical education.

Although prior research has explored visual representation, performance modeling, and instructional technologies across various educational and sport-related fields, these studies rarely address how visual support operates within the everyday realities of elementary physical education classrooms. Much of the existing literature prioritizes measurable outcomes, system performance, or technological efficiency, leaving the instructional process itself underexplored. Even studies situated in physical education contexts often emphasize curriculum models, activity intensity, or assessment results rather than examining how students interpret instructions during movement-based learning. Furthermore, visual elements are frequently treated as isolated interventions, with limited attention to how they are integrated into ongoing teaching practices and classroom interactions. This results in a fragmented understanding of the pedagogical role of visual support. Consequently, there remains a clear gap in research that investigates visual-supported teaching as a sustained instructional practice aimed at strengthening learning processes such as task comprehension, engagement, and lesson continuity in elementary physical education. Addressing this gap requires a shift from tool-centered analysis toward a pedagogy-centered perspective that captures classroom dynamics and instructional decision-making.

In response to the instructional challenges and research gaps identified above, this study seeks to examine the contribution of visual-supported teaching practices to learning processes in elementary physical education. The primary purpose is to understand how visual support influences students' comprehension of movement tasks, their engagement during learning activities, and the overall organization of instruction within the lesson. Rather than focusing solely on end results, the study emphasizes how learning unfolds during the teaching process. If expressed in hypothesis-oriented terms, the study is guided by the assumption that the integration of visual-supported teaching practices supports clearer understanding of instructional tasks, encourages more consistent

student participation, and facilitates smoother instructional flow. Through this focus, the study aims to generate pedagogical insights that can inform teaching practice and support more effective learning experiences in elementary physical education.

METHOD

Research Design

This study adopted a qualitative descriptive design to examine how visual-supported teaching practices shape learning processes in elementary physical education lessons. The choice of this design was driven by the need to understand instruction as it unfolds in real classroom situations, where learning is influenced by interaction, movement, and immediate responses from both teachers and students. Rather than isolating variables or testing the effectiveness of a single tool, the study focused on how visual support is embedded within everyday teaching practices. This approach allowed the researcher to capture instructional flow, moments of clarity or confusion, and patterns of student engagement during learning activities. By emphasizing process over outcome, the design aligned closely with the study's aim of understanding how learning is constructed during physical education lessons. Such alignment ensured that methodological decisions remained consistent with the conceptual focus of the research.

Participants

The participants included one elementary physical education teacher and students from an elementary school class where visual-supported teaching practices were regularly applied. The students represented a typical range of learning characteristics found at the elementary level, including differences in attention, motor coordination, and responsiveness to instruction. The teacher was selected purposefully because of active involvement in planning and implementing instruction that incorporated visual elements during lessons. This selection was intended to ensure that observed practices were relevant to the research focus rather than incidental. All participants were observed within their usual learning environment so that instructional interactions remained natural and uninterrupted. This setting allowed the study to capture authentic learning processes as they occurred in routine physical education classes.

Instrument

To document learning processes comprehensively, the study employed several qualitative instruments that complemented one another. Classroom observation served as the primary instrument, focusing on how visual supports were introduced, referred to, and used throughout the lesson. An observation guide helped structure attention toward instructional clarity, student understanding of tasks, and patterns of engagement during activities. Semi-structured interviews with the teacher were conducted to explore instructional intentions, decision-making related to visual support, and reflections on student responses. In addition, field notes were used to record contextual factors, spontaneous interactions, and instructional moments that were not fully captured through structured observation alone. The use of multiple instruments enabled the researcher to view learning processes from different perspectives and strengthened the depth of the data collected.

Data Analysis

Data analysis was conducted inductively to allow themes to emerge from the classroom data rather than being imposed in advance. Observation records, interview transcripts, and field notes were reviewed repeatedly to develop familiarity with instructional events and participant responses. Segments of data that reflected instructional practices, student comprehension, and engagement

were then identified and coded. These codes were gradually organized into broader categories that represented recurring patterns in the learning process. Through continuous comparison across data sources, the researcher refined these categories into themes that captured how visual-supported teaching practices influenced instruction and learning. Throughout the analysis, interpretations were revisited to ensure consistency with the research purpose and alignment with observed classroom realities. This iterative process helped produce findings that were grounded in empirical evidence and reflective of authentic teaching and learning experiences.

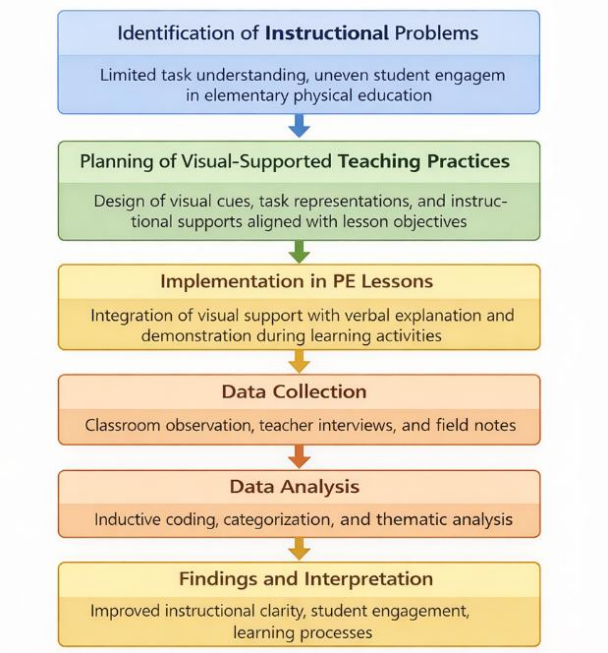

Figure 1. Research Flowchart of Visual-Supported Teaching Practices in Elementary Physical Education

RESULTS AND DISCUSSION

Result

The analysis of classroom observations and teacher reflections reveals that the introduction of visual-supported teaching practices brought gradual yet meaningful changes to the learning processes in elementary physical education. These changes did not occur simultaneously, but unfolded in a sequence that reshaped how instruction was delivered and how students responded during lessons. Instructional clarity emerged as the earliest and most visible shift, which then influenced student engagement and, ultimately, the overall flow of instruction.

At the beginning of lessons, visual-supported teaching practices played a key role in strengthening instructional clarity. Visual cues and task representations provided students with concrete references that complemented verbal explanations and demonstrations. As a result, students showed a clearer understanding of movement goals, task rules, and activity sequences before engaging in practice. During observations, students were able to start activities more quickly and with fewer signs of confusion. Requests for clarification decreased once activities were underway, indicating that instructions were retained more effectively. The continued availability of visual references during practice reduced students' dependence on repeated explanations from the teacher. This improvement in clarity created a more stable instructional foundation for subsequent

learning activities.

As students became more confident in understanding task expectations, changes in engagement became increasingly evident. Students demonstrated greater readiness to participate and were more willing to attempt tasks without hesitation. Engagement was reflected not only in physical participation but also in students' attentiveness during explanations and transitions. Visual supports appeared to help students anticipate what would happen next in the lesson, which reduced uncertainty and off-task behavior. Participation became more evenly distributed across the class, with fewer students remaining passive or reluctant to join activities. In this sense, improved clarity functioned as a catalyst for sustained engagement throughout the lesson.

The combined effects of clearer instruction and higher engagement were reflected in the overall flow of instruction. With fewer misunderstandings to address, teachers spent less time repeating directions and managing confusion. Instead, teachers frequently redirected students' attention to visual cues when minor clarification was needed. This practice allowed lessons to progress with fewer interruptions and smoother transitions between activities. Teachers reported having more opportunities to observe student performance and provide focused feedback. The instructional flow became more predictable and organized, contributing to a learning environment that supported both understanding and active participation.

To present these findings in a concise and structured manner, Table 1 summarizes the observed changes in learning process indicators before and after the implementation of visual-supported teaching practices.

Table 1. Observed Changes in Learning Processes Following the Use of Visual-Supported Teaching Practices

Learning Process Dimension	Indicators Prior to Visual Support	Indicators Following Visual Support
Instructional Clarity	Frequent clarification requests, inconsistent task execution	Clearer task understanding, reduced reliance on repeated explanations
Student Engagement	Uneven participation, hesitation during task initiation	More consistent participation, increased confidence and attentiveness
Instructional Flow	Interrupted transitions, repeated instructional pauses	Smoother transitions, more continuous lesson progression
Classroom Interaction	Predominantly teacher-centered explanations	Shared reference to visual cues during instruction

Taken together, these results suggest that visual-supported teaching practices influenced learning processes in a progressive and interconnected manner. Improvements in instructional clarity enabled stronger student engagement, which in turn supported a smoother and more efficient instructional flow. Rather than functioning as an add-on, visual support operated as an integral component of teaching practice that shaped how learning was organized and experienced in elementary physical education lessons.

Discussion

The findings of this study indicate that improvements in learning processes in elementary physical education are closely associated with how instructional information is structured and sustained during lessons. Rather than emerging as isolated outcomes, changes in instructional clarity, engagement, and instructional flow developed in a connected sequence. Visual-supported teaching practices first influenced how students interpreted task instructions, which then shaped their

willingness to participate and their ability to remain engaged. This pattern reinforces the idea that learning in physical education begins with understanding before it can develop into meaningful participation. Kamal et al. (2026) emphasize that interpretable structures enhance decision making, a principle that is mirrored in how visual cues helped students interpret movement tasks. When students can clearly read instructional expectations, they are less dependent on trial-and-error learning. Instead, they engage with tasks more intentionally. This suggests that visual-supported teaching contributes to learning by stabilizing instructional meaning.

The emphasis on instructional clarity is particularly important given the cognitive demands faced by elementary students during physical education lessons. Students must process verbal explanations, demonstrations, spatial cues, and physical execution at the same time. Upadhyay et al. (2026) show that clear visual mapping improves understanding of human movement, which conceptually parallels the way students decode task instructions in physical education. In this study, visual cues provided persistent reference points that remained accessible during activity. These references helped students retain instructional information beyond the initial explanation. Consequently, fewer clarification requests were observed once activities began. This reduction suggests that visual-supported teaching supports memory and comprehension during movement. Such support is essential in environments where instructions cannot be repeatedly paused or restated.

As clarity improved, the findings revealed a corresponding increase in student engagement throughout the lesson. Engagement was not limited to physical movement but extended to attentiveness during explanations and transitions. Students appeared more confident initiating tasks when they understood what was expected. This observation aligns with motivational perspectives that link clarity and predictability to self-efficacy. Yan (2025) argues that structured systems enhance user engagement, a concept that can be extended to instructional systems in education. Visual supports reduced uncertainty, which often leads to hesitation or disengagement among young learners. By clarifying task demands, visual cues helped students remain focused. In this way, engagement emerged as a natural outcome of improved instructional clarity.

The more even distribution of participation observed in this study further highlights the pedagogical value of visual-supported teaching practices. Elementary classrooms typically include students with varied motor abilities, attention spans, and confidence levels. Visual cues appeared to support students who previously hesitated or responded more slowly to verbal instruction. This finding resonates with the ethnographic work of Parra-Gomez et al. (2025), who demonstrate that pictures and words support meaning-making for young learners, including those with disabilities. Visual support reduced reliance on verbal dominance in instruction. As a result, students with different learning needs accessed task information more equitably. This equity in access contributed to more balanced participation. Such outcomes underline the inclusive potential of visual-supported teaching practices.

Improved engagement subsequently influenced the overall flow of instruction during lessons. With fewer misunderstandings to address, teachers spent less time repeating explanations or managing confusion. Instead, instructional time could be redirected toward observing student performance and offering feedback. Ma et al. (2025) show that structured information integration enhances performance precision, a principle that parallels the smoother lesson progression observed in this study. Transitions between activities became more efficient as students anticipated tasks using visual references. This efficiency reduced downtime and maintained lesson momentum. Over time, a more predictable instructional rhythm emerged. Such rhythm is particularly beneficial for elementary learners who thrive in structured environments.

The findings also suggest a shift in the teacher's instructional role when visual-supported

teaching practices are implemented. Rather than functioning primarily as a source of repeated verbal direction, the teacher acted more as a facilitator guiding students toward shared visual references. This shift aligns with pedagogical approaches that emphasize guided participation over directive instruction. Duran et al. (2025) demonstrate that structured visual representations support performance analysis, which parallels how visual cues supported instructional guidance in this study. Visual references served as a common language between teacher and students. This shared reference reduced instructional asymmetry and improved communication. As a result, classroom interaction became more responsive and efficient. Such interaction supports deeper engagement with learning tasks.

When considered alongside broader research on visual learning, the findings of this study offer an important pedagogical perspective. Many studies focus on advanced digital technologies or predictive systems in sport contexts. Shukla et al. (2025) as well as Liu et al. (2025) highlight the effectiveness of visual data processing for performance analysis. However, the present study demonstrates that instructional improvement does not depend on technological sophistication. Instead, meaningful impact was achieved through simple, well-aligned visual supports embedded in teaching practice. This finding challenges assumptions that innovation in education must be technology-driven. Pedagogical alignment proved more influential than tool complexity. Such insight is valuable for schools with limited resources.

The relevance of visual-supported teaching is further supported by research on visually rich learning environments. Siraj et al. (2025) report that visual immersion enhances cognitive involvement across sectors. Although immersive technologies were not used in this study, increased attentiveness suggests a comparable mechanism. Visual cues directed students' attention and helped sustain focus during lessons. This focused attention supported both understanding and participation. Importantly, the study shows that cognitive involvement can be enhanced through pedagogically grounded visual strategies. These strategies do not require immersive technology to be effective. Instead, they rely on intentional instructional design.

Despite these contributions, the discussion also points to the need for careful interpretation of the findings. Much of the supporting literature originates from contexts outside elementary physical education classrooms. While the principles are conceptually relevant, their pedagogical application requires empirical grounding. This study addresses that need by examining classroom-based practice rather than abstract models or systems. However, the findings are limited to a specific instructional context. Future research is needed to explore whether similar patterns emerge in different schools or grade levels. Such research would strengthen the generalizability of these insights.

Overall, this discussion underscores that visual-supported teaching practices contribute to learning improvement by shaping how instruction is understood, enacted, and experienced. Improvements in clarity initiated changes in engagement, which then supported smoother instructional flow. These interconnected processes highlight the importance of focusing on learning as a dynamic sequence rather than as isolated outcomes. Visual support functioned not as an add-on but as an integral element of teaching practice. By linking classroom evidence with existing literature, this study contributes a process-oriented perspective to elementary physical education research. It emphasizes that instructional quality depends on how learning unfolds during lessons. In doing so, the study offers a meaningful pedagogical contribution to the field.

Implications

The findings of this study imply that improving learning processes in elementary physical education requires deliberate attention to how instruction is designed and communicated during

lessons. As demonstrated earlier, visual-supported teaching practices helped clarify task expectations, sustain engagement, and support smoother instructional flow, indicating that learning quality is shaped by instructional mediation rather than activity structure alone. This suggests that visual support should be positioned as an integral component of teaching practice, embedded within lesson planning and delivery. For teachers, the implication is that simple visual cues and task representations can function as shared instructional references that reduce ambiguity and support diverse learners. Such practices may be particularly valuable in elementary classrooms where students vary in their ability to process verbal instruction and maintain attention during movement-based activities. From a professional development perspective, the findings highlight the importance of preparing teachers to design and use visual supports pedagogically rather than incidentally. At the school level, these implications point to the need for institutional support that recognizes visual-supported teaching as a strategy for strengthening learning processes and promoting more inclusive participation in physical education.

Limitations

While the implications are promising, they must be interpreted in light of the study's limitations. The research was situated in a single elementary physical education context, which means that instructional practices and learning dynamics were influenced by specific classroom conditions. As a qualitative study, the focus was placed on understanding learning processes rather than measuring changes in performance or achievement quantitatively. This limits the ability to draw conclusions about the extent to which visual-supported teaching practices affect measurable learning outcomes. In addition, the primary data sources were classroom observations and teacher reflections, which may reflect subjective interpretations shaped by contextual familiarity. Students' perspectives were inferred from observed behavior rather than gathered through direct interviews or self-reports. These limitations indicate that the findings should be understood as context-bound insights that illuminate instructional processes rather than as definitive evidence applicable to all elementary physical education settings.

Suggestions

Acknowledging these limitations, several suggestions can be proposed for future research and instructional practice. Future studies could explore visual-supported teaching practices across multiple schools or grade levels to examine whether similar learning process patterns are observed in different contexts. Employing quantitative or mixed-method approaches may help establish clearer links between visual support and specific learning outcomes, such as skill development or conceptual understanding. Further research could also incorporate students' voices more explicitly to gain deeper insight into how visual supports influence their confidence and learning experiences. From a practical standpoint, teachers are encouraged to reflect critically on how visual supports align with their instructional goals and classroom realities. Experimenting with different types of visual representations may help identify strategies that are most effective for particular groups of learners. Collectively, these suggestions point toward a broader research agenda that builds on process-oriented insights to refine and strengthen visual-supported teaching practices in elementary physical education.

Conclusion

This study shows that strengthening learning processes in elementary physical education is closely connected to how instructional meaning is built and maintained while students are engaged in movement-based activities. The findings suggest that visual-supported teaching practices help students interpret task goals and sequences more clearly, which reduces uncertainty during practice and supports more consistent participation. As clarity increases, engagement becomes more stable, and lesson transitions tend to run more smoothly, allowing teachers to devote more time to observation and feedback rather than repeated explanations. These patterns indicate that visual support is not simply an accessory to instruction, but a practical teaching strategy that shapes the organization and experience of learning in physical education classes. By focusing on learning processes rather than only end results, the study provides classroom-grounded insight into how instructional design can improve the quality of physical education learning at the elementary level. The study also points to the value of visual supports for accommodating differences in students' attention, confidence, and readiness to act, which is central to inclusive teaching. Overall, the results support the integration of purposeful visual-supported teaching practices as a feasible approach to enhance instructional clarity, sustain engagement, and strengthen the continuity of learning in elementary physical education.

AUTHOR'S CONTRIBUTION

Elang Bawono conceived and designed the study, collected the data, performed the analysis, interpreted the findings, and wrote the manuscript, including drafting and final revisions. Prof. Dr. Wawan Sundawan Suherman, M.Ed., provided academic supervision through guidance and feedback throughout the research and writing process, and was not involved in data analysis, manuscript drafting, or authorship decisions.

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